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ABSTRACT

This report contains the testimony of administrators, faculty, representatives of different sectors of higher education in California, and other interested individuals as presented to the Ad Hoc Committee on Community College Transfer of the California Postsecondary Education Commission. First, prefatory material provides information on the Committee hearings and summarizes some of the themes that emerged from the testimony, including: (1) transfer from two-year to four-year colleges is just one part of the articulation process; (2) articulation should begin with the lower grades and continue through to the graduate level; (3) transfer rates cannot be computed without knowing what the pool of transfer students is; (4) community colleges are pivotal to any successful educational reform program; (5) transfer education cannot be done cheaply; and (6) transfer problems cannot be solved by any one segment of education or by any group of people acting alone. Next, testimony is provided from five chief executive officers; other program and college administrators; representatives from faculty groups; an attorney from the Mexican American Legal Defense and Education Fund; and representatives from the Association of Independent California Colleges and Universities and each segment of public postsecondary education in California. Appendices provide descriptions of Ford Foundation Urban Community College Transfer Projects in California and a position paper on transfer education. (HB)

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Views From the Field on Community College Transfer

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Testimony to the Ad Hoc Committee on Community College Transfer

California Postsecondary Education Commission

The California Postsecondary Education Commission was created by the Legislature and the Governor in 1974 as the successor to the California Coordinating Council for Higher Education in order to coordinate and plan for education in California beyond high school. As a state agency, the Commission is responsible for assuring that the State's resources for postsecondary education are utilized effectively and efficiently; for promoting diversity, innovation, and responsiveness to the needs of students and society; and for advising the Legislature and the Governor on statewide educational policy and funding.

The Commission consists of 15 members. Nine represent the general public, with three each appointed by the Speaker of the Assembly, the Senate Rules Committee, and the Governor. The other six represent the major educational systems of the State.

The Commission holds regular public meetings throughout the year at which it takes action on staff studies and adopts positions on legislative proposals affecting postsecondary education. Further information about the Commission, its meetings, its staff, and its other publications may be obtained from the Commission offices at 1020 Twelfth Street, Sacramento, California 95814; telephone (916) 445-7933.

VIEWS FROM THE FIELD
ON COMMUNITY COLLEGE TRANSFER

Testimony to the Ad Hoc Committee on Community College Transfer of the California Postsecondary Education Commission

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1020 Twelfth Street, Sacramento, California 95814

Commission Report 84-20

June 1984

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VIEWS OF CHIEF EXECUTIVE OFFICERS

DONALD R. GERTH, President, California State University, Dominguez Hills, and President Designate, California State University, Sacramento 1

The transfer function of the Community Colleges needs to be viewed both from the historical perspective of the 1960 Master Plan for Higher Education and in the broader context and California's development as a culturally pluralistic society.

HILARY HSU, Chancellor, San Francisco Community College District 7

Changes that have occurred in California's postsecondary environment since the 1960s require looking at the transfer function in a new context. Four major concerns include (1) defining the pool of potential transfer students, (2) access to upper division programs, (3) more systematic articulation, and (4) publicizing Community College contributions to the transfer function.

JOHN McCUEN, President/Superintendent, Long Beach Community College District 13

What is known about the transfer function is significantly less than what is not known at this time. There are dangers in using limited knowledge to make policy analyses and recommendations about transfer.

RUDY MELONE, President/Superintendent, Gavilan Joint Community College District; and JOHN HANSELL, Chairman, Language Arts Department, Gavilan College 17

The Gavilan Articulation Project (GAP) is designed to establish an articulation model for courses and curricula involving local high schools, the College, and University of California and California State University campuses at which most students in the area enroll. An important goal is to make the model continuing in nature and replicable in other Community College districts.

ABEL B. SYKES, JR., President/Superintendent, Compton Community College 29

Compton Community College had a successful transfer program during the years when it was engaged in a consortium with the University of California, Los Angeles. This year, it has developed a special transfer program with funding from the Ford Foundation. Adequate funding of Community Colleges by the State is critical to the transfer function, especially for nontraditional transfer students.

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DEL M. ANDERSON, Dean of Students, Los Angeles Harbor College 39

Project Access involves mandatory orientation and assessment of all new students at Los Angeles Harbor College, during which students fill out an Educational Planning Summary that is used to identify potential transfer students. The College also received a grant from the Ford Foundation this year for a special project to improve its transfer rate, with special emphasis on minority students.

JANIS COX COFFEY, Director of Education and Planning, Los Rios Community College District 49

Research centered around a student flow model is a crucial part of the Los Rios District's planning/implementation/evaluation process. What is learned from studies is fed back into program development, including a new Transfer Opportunity Program on each of the three campuses and a specially funded Ford Foundation minority transition program at Sacramento City College.

JOHN ERICKSON, EOPS Director, Palomar College 59

At least four factors must be considered in developing effective interinstitutional activities regarding transfer, based on the TRANS-SEND project at Palomar College: (1) the social and cultural environment of the target students, (2) institutionally biased perspectives, (3) individual and personal barriers, and (4) intersegmental communication regarding transfer students.

JOSUÉ HOYOS, Director, Special Programs and Services, College of San Mateo 63

The relationship between the College of San Mateo and the University of California, Berkeley, has continued to develop in a positive manner over the last several years, but there are a number of practices at Berkeley which are not in the best interests of Community College transfer students.

KURT LAURIDSEN, Chair, Community College Council, and Director, Student Learning Center, University of California, Berkeley 65

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ED TRONAAS, Dean of Instruction, Citrus College 71

Information about the educational goals and rate of transfer of Citrus College students over time, together with performance data for one group of transfer students, serves as background for five specific suggestions for action to strengthen the Community College structure and improve the transfer function.

EUNICE M. WOOD, Assistant Vice President, Instructional Programs, California State University, Long Beach 79

Among actions needed to improve Community College transfer are support of the California Articulation Number (CAN) project and a computerized articulation system, a regional challenge system for quality control, and sufficient funding to reduce class size and insure adequate transfer offerings in Community Colleges.

VIEWS OF FACULTY GROUPS

CARMEN M. DECKER and ROBERT M. SILVERMAN, Secretary and President, The Academic Senate for California Community Colleges 81

The Academic Senate remains committed to the importance of the Community College transfer function but calls attention to the critical need for adequate State funding for several specific programs and activities to strengthen this function. The Senate also calls for the improvement of intersegmental articulation, coordination of academic support services, and greater effort to identify and meet the needs of minority students.

NORMAN K. HOLSINGER, Southern Vice President, Community College Council/California Federation of Teachers 89

Research is needed in the areas of identifying the pool of potential transfer students, assessing the upper division performance of transfer students, and identifying reverse transfer students, in order to get the most complete picture of transfer possible. Underrepresentation of Black, Chicano, and Native American students among transfers is a problem that will not be solved by any one approach or without additional funds.

MARY ANN PACHECO, President, Community College Association, California Teachers Association 91

The Community College Association supports the work of the Academic Senate and the Board of Governors to improve the transfer function and makes additional recommendations in the areas of counseling, intersegmental faculty interaction, student support services, and transfer student data.

HENRY SCHOTT, President, Peralta Community College Academic Senate 95

The transfer function is a central and relevant activity because it stimulates intellectual ferment and extends educational horizons for many students. However, the vocational and technical programs of Community Colleges attract good students who are recruited by industry before they complete their education and thus are not likely candidates for transfer.

A VIEW FROM OUTSIDE THE ACADEMY

SUSAN E. BROWN, Attorney, Mexican American Legal Defense and Education Fund 99

Transfer statistics from Commission and other reports illustrate the problem of underrepresentation of Black and Chicano students among transfers from Community Colleges. To improve opportunities for such students to transfer will require identification and counseling of potential transfer students, mandated transfer admissions, simplification of the articulation process, and a new mechanism for coordinating transfer among the three segments of public higher education.

SEGMENTAL OVERVIEWS

Brother MEL ANDERSON, FSC, President, Saint Mary's College of California, representing the Association of Independent California Colleges and Universities 105

Independent California colleges and universities offer opportunities for Community College transfer students, but problems in articulation, recruitment, and financial aid cannot be ignored. Suggestions are offered for making it easier for Community College students to transfer to these institutions.

ROBERT O. BESS, Assistant Vice Chancellor, Academic Affairs, The California State University 109

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ALICE COX, Assistant Vice President, Student Academic Services, University of California 115

Both the University's Undergraduate Enrollent Plan and its new admission requirements for freshmen have implications for transfer students from Community Colleges. Most University of California campuses have established programs to assist local Community College students in transferring, but there are still issues and problems that need attention.

GUS GUICHARD, Executive Vice Chancellor, California Community Colleges 119

The Board of Governors has placed special emphasis on the transfer function as part of its basic agenda for 1984 and has a plan of action to obtain quantitative and qualitative information about transfer students and to improve information and support services for them. Improving articulation between Community Colleges and secondary schools is another concern of the Chancellor's Office.

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PREFACE

In December 1983, the California Postsecondary Education Commission accepted its Director's recommendation that it appoint an ad hoc committee to inquire into the health of the Community College transfer function and to assess public policy issues related to it. The Commission's Chairperson then appointed a ten-member Committee on Community College Transfer, which includes the Chairperson and Vice-Chairperson and representatives of the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, California's independent colleges and universities, and the Council for Private Postsecondary Educational Institutions. It is chaired by a public member of the Commission.

On January 30, 1984, the Committee adopted a prospectus to guide its work during what was expected to be a period of several months. However, at its second meeting on March 12, at which representatives of the four segments of California higher education testified, the need became clear for additional time for the Committee to hear from the field and thus to extend its schedule of work. To achieve this end, the Director invited testimony from interested parties in an open letter which accompanied the Director's Report for March 1984. More than 20 persons responded to the letter, some of whom later withdrew because of the severely limited time that would be available for oral testimony, given the large number of interested individuals and groups who responded. Letters were sent to all who asked to testify in advance of the meeting, in which they were encouraged to submit written testimony to the Committee.

On April 30, the Committee heard 16 sets of testimony and received written testimony from three additional persons who did not speak. Most of the speakers discussed public policy issues and problems relating to transfer and articulation, but some described special programs to enhance the transfer function on their campuses, and still others presented findings from special transfer studies.

Campuses in all three segments of higher education were represented among those who testified; the group included chief executive officers, other campus and district administrators, and faculty groups, together with a staff attorney from the Mexican American Legal Defense and Education Fund.

A decision was made after the April meeting to publish the testimony in this special report, which seeks to contribute to the overall understanding of the transfer function by interested persons beyond the Commission. Testimony from the segments is also included, together with supplementary material in appendices about the transfer opportunity programs specially funded by the Ford Foundation in 1983-84 in eight urban California Community Colleges and about the policies and positions on transfer and related issues of the Academic Senate for California Community Colleges.

Some themes emerged from the testimony that might be stated as generalizations:

- Transfer from two- to four-year institutions is just one part of the articulation process.
- Articulation should begin with the lower grades and continue through secondary schools and colleges and universities to the graduate level.
- Community Colleges are pivotal in any successful educational reform program, since the major flow of high school graduates to college is into Community Colleges.
- Transfer rates cannot be computed without knowing what the pool of potential transfer students is.
- Transfer education cannot be done cheaply.
- Whatever transfer problems we have at this time cannot be solved by any one segment of education or group of people acting alone; interaction and inter-segmental cooperative efforts are needed involving faculty members, counselors, administrators, and special program coordinators at both the campus and State levels.

The Commission hopes that this volume aids in strengthening this vital function.

Members of the Ad Hoc Committee on Community College Transfer

Roger C. Pettitt, Chairperson
Darlene M. Laval, Vice Chairperson
Sheldon W. Andelson
Seth P. Brunner
Mario Camara
Seymour M. Farber
Patricia Gandara
Claudia H. Hampton
Ralph J. Kaplan
Jean M. Leonard

DONALD R. GERTH

President, California State University, Dominguez Hills;
President Designate, California State University, Sacramento

I would like to share my views about the relationship of the California Community Colleges to campuses of the California State University, which are not necessarily held by all of my colleagues, as well as the role of Community Colleges in the more conventional functions of higher education. These views have been shaped by my early perception growing up on the south side of Chicago that the Chicago junior colleges, and not the state university, were the real open door to higher education in Illinois, by my participation in the work attendant to the development of the California Master Plan for Higher Education in my early years in California, by almost 26 years as a faculty member and administrator in the California State University, and by the last ten years as a member and chair of the Admissions Advisory Council of the State University.

I should like to focus on four policy issues that relate to transfer: (1) the concept of transfer in the 1960 Master Plan, (2) reenforcement of the transfer role, (3) the building of a culturally pluralistic society with particular respect to transfer of students, and (4) the pivotal role that Community Colleges can play in high school preparation for all college and university admissions. Finally, I will discuss some broader issues that relate to the mission of the Community Colleges.

CONCEPTS IN THE MASTER PLAN

The Master Plan for Higher Education in California confirmed what was for the most part already a fact in 1960. The junior colleges -- now the Community Colleges -- would be the third partner in undergraduate conventional higher education in the State. Indeed, the vast numbers of lower division conventional college and university students -- of whatever age and circumstance --were to begin higher education in Community Colleges. That arrangement, as with much of the Master Plan, has stood the test of time as a practical way of structuring and organizing higher education. Indeed it still stands. If the Community Colleges did not exist as transfer institutions, we would invent them, or something like two-year regional transfer centers.

NOTE: The material has been adapted by the editor from the author's testimony to the Commission's Ad Hoc Committee and a paper delivered to the Community Colleges chief executive officers in October 1983.

Not unrelated to this matter of program definition is a matter I raise whenever I have the opportunity to do so -- finance. The Master Plan contemplated three public segments, on three different financial bases: the University of California, with an admixture of federal, private, and State funding; the California State University -- the people's university of this State -- with mostly State funding; and the Community Colleges, with mostly local and some State funding. Recent public policy changes have led to two and one-half State-funded systems of higher education. This is not economically rational, and hopefully some day soon some courageous political leaders will take on this issue. In the meantime, the program or educational consequences of this financial arrangement have been on the whole negative for the quality of education and the future economic well-being of California.

If we believe the tripartite definition of functions for public higher education in California is sound as public policy, and I certainly do, then we believe there is a strong role for the Community Colleges in lower division undergraduate conventional education. How do we make it work, or work better? How do we reinforce it?

REINFORCING THE TRANSFER ROLE

Strengthening transfer education is a question I am less competent to address than are my colleagues in the Community Colleges, but let me offer a few observations and then some suggestions:

- Financial incentives should be provided to build and reinforce the quality and the adequacy of lower division education, district by district.

- District and regional planning for the provision of lower division education should be encouraged.

- Much more cooperation with the University of California and the California State University should be sought. (I am mindful of Robert Bess' proposal elsewhere in this volume about common placement testing in English and mathematics. It is seemingly a simple thing, but one with great significance. Is anyone doing anything with it? Could Chancellor Hayward build this into the pilot college matriculation project?)

- The establishment of a Statewide blue-ribbon commission or task force on the Community Colleges and lower division university education would certainly get attention.

BUILDING A CULTURALLY PLURALISTIC SOCIETY

We are building in California a new society. Culturally, ours is a pluralistic society such as none ever known before. I have liked to think of this society as one that is pluralistic in its human texture and yet homogeneous in its values. The California Community Colleges are a major force in this profound societal change. While slightly less than half (42.4 percent) of all high school graduates go on to Community Colleges, more than 60 percent of all those who continue their education attend Community Colleges, and more than 80 percent of minority students from underrepresented groups who go on to higher education enroll in Community Colleges. In short, our poor and our minorities are concentrated in the Community Colleges and in only some four-year colleges and universities such as Dominguez Hills. These facts, though known for at least some time in higher education, are so startling as to demand a concerted effort, including more money, to increase the flow of underrepresented minorities through Community Colleges and successfully through baccalaureate and higher degree programs. This will require a Statewide effort from which none of us or our institutions are immune.

HIGH SCHOOL PREPARATION FOR COLLEGE

The next matter I wish to address is that of the pivotal role the California Community Colleges can play in high school preparation for all college and university admissions. Indeed, the Community Colleges can play a major role in defining and achieving solutions to the qualitative issues before us in education. The reform of public education now underway in this State will not be successful without the active involvement of the Community Colleges. All of us in higher education need to speak with a common voice to the secondary schools and to their students and parents about the definition of an adequate and good high school education as preparation for college. If the Community Colleges are perceived as places where no high school preparation for college is needed, that is what they will get in significant measure. That would undercut all of our efforts to improve high schools and in turn undercut Community College efforts to reinforce sound transfer programs. This is not to say, at all, that Community Colleges should cease being the open door and should become selective. It is to say that the Community College voice, a penetrating one, needs to be heard on this issue.

I might note that in the California State University we are now moving to ask those in other segments of education to join with us in speaking with a common voice about adequate and good preparation for college and university work. We are all partners in the educational enterprise. The quality and processes of education are advantaged when we work closely together. And like all functioning partners, we need each other.

OTHER ISSUES RELATED TO MISSION

Any reasonable assessment of the California Community Colleges over the past 20 years finds many major achievements: a market-oriented capacity from which all of us in higher education can learn; outreach to new student populations (especially those who are older, the poor, and underrepresented minorities); and significant new program development. No one can doubt the present pivotal role of the Community Colleges.

All of us know that in 1960, when the Master Plan for Higher Education in California was agreed to, the public perception of the Community Colleges was one that focused first and primarily on lower division college or university work -- the transfer function -- and secondly on career or vocational education. What was true as a perception in 1960 is still fundamentally true as a perception in 1983. Much of the public still focuses on the lower divison and on career and vocational education, although there have been changes. Some Community Colleges have shifted programs and the use of resources significantly -- even massively -- away from these traditional Community College responsibilities to new areas of continuing education and community and human development.

Economically, our society is demanding increasingly high levels of human capacity to continue the process of economic growth. Are we providing enough people with enough education and training to continue regenerating our society? Community Colleges serve the function of igniting the regenerative process for a major segment of our society. They must not be permitted to lose this function by being diverted to a "leisure industry provider." It may not matter very much if Community Colleges abandon recreational or human potential courses. It does matter very much if they become out of touch with production-related imperatives of a high-technology society.

I would like to share some generalizations about the Community Colleges and their relationships to the rest of higher education which, like all generalizations, are not always and everywhere true but may be generally accurate:

- In some Community Colleges, transfer programs have been weakened to a point where they no longer ensure that transfer students will succeed. In these institutions, it is difficult for students to build a solid transfer program.

- In some Community Colleges, aggressive counseling -- perhaps even any formal counseling -- for transfer students is hard to find. There is little or no identification and active tracking of transfer students.

- In some Community Colleges, remedial basic skills education -- a problem we all share -- is a low priority. Most communication with secondary schools and their students and parents has focused on the open door rather than the rigors of advanced study.

- In some Community Colleges, there is seemingly little sense of a climate that encourages students to move beyond taking discreet courses to the definition of their educational objectives into coherent educational plans, and then building an educational program towards their objectives, whether these be transfer to a four-year college or university or achievement of a vocational or personal improvement goal.

In such Community Colleges, there needs to be a re-awakening of interest in effective assessment, advising, and counseling of students.

The transfer function in the California Community Colleges simply must receive attention and a restored sense of priority, even urgency. The only alternative is that suggested in the recent Brookings Institution study by Breneman and Nelson: "an educational division of labor . . . that would result in the community colleges enrolling fewer full-time academic transfer students of traditional college age . . . ." The transfer function may be in a terminal condition. This would be a fundamental shift in the Master Plan for the transfer function is critical to it, and the other segments of higher education would assume this heretofore Community College function of providing an open door, if you will, for at least traditional college-bound students, if it is to be carried out by anyone.

This change, a shift of the transfer function away from Community Colleges as we have known them in California, is not a practical or desirable one. This is not to say that there should be no modifications in the Master Plan; on the contrary, there should and must be modifications at this time, and the clear definition of the Community College mission may head the list. But what is needed more than modification is planning, to the turn of the century and beyond, that is hard-headed, people-oriented, and socially and economically sound. All or almost all of the people who will be in the work force and all of the people in our civic existence at the year 2000 are now alive. We can celebrate the early achievements of the Community Colleges to open access, to the very real educational advances of the last generation made by the minorities and the poor. But now, in 1983, we must address the matter of the transfer function. It is not tenable to consign more than half of California high school graduates and the vast majority of poor and minority high school graduates to a situation that oft times closes more educational doors than it opens. There is no reason why a viable transfer function should be incompatible with the Community Colleges. I would urge the reaffirmation of the Community College mission to recognize the transfer function as a priority of the first rank, and to recognize the career and vocational education function with it.

I would urge that this reaffirmation recognize that attention must be given to younger traditional students as well as to older students. There are some who believe that our attention to older students could set the State back educationally, but the needs of both groups must be met. I would urge that this reaffirmation restate with vigor the open door function of the California Community Colleges, a centerpiece among the historic educational policies that have built our society.

Lest anyone conclude that this approach is too ambitious, particularly financially ambitious, a note of realism about priorities should be added. The point has been made more than once that the range of choices about program, about what to be and what to become, is greater for Community Colleges than for any other kind of higher educational institution. If this is so, and I believe it to be, the need for a careful selection of individual institutional priorities among the declared missions of the Community Colleges is essential, and so is the careful orchestration of interdependence among Community Colleges, and even with other institutions. The continuing saga of scarce resources, certainly in the public sector, tells us clearly that no institution or very few, can be exhaustively comprehensive. Together we can and must be. What seems absolutely clear to me, within existing resources, is that no single Community College, or no district in a multi-campus situation, can afford to downgrade the transfer function as a first priority, nor can the State allow this to happen.

It would be a mistake for the Community Colleges to make a choice between community and college. Over the years I have observed to myself occasionally that an individual Community College at a particular time seems to have made this choice, in either direction. If the Community Colleges generally, as a matter of public policy, were to choose only community or only college, we would need as a State and as communities to develop a new statewide network of institutions, at great cost, to fill the void created. This is neither necessary nor wise. The best insurance, indeed the only insurance against that happening, is a clear sense of mission and a stark choice among priorities. That is asking for a great deal in the real world, but no less is likely to suffice.

INTERSEGMENTAL COOPERATION

I know that those of us in the four-year colleges and universities have sometimes not done our share in making working together productively possible and even likely. While not wanting to speak for all four-year institutions, I know that my campus seeks to work ever more closely with the Community Colleges -- to make common cause in improving basic skills preparation and student assessment; in smoothing the transition for students moving among our campuses and maximizing the use of our resources; in rebuilding baccalaureate programs emphasizing the arts and sciences and additional professional work for those many former Community College students who, some years later, want to go on with their education; and in making things happen cooperatively in regional partnerships with regional coordination. This can be done because it is being done. It is first of all a matter of will.

We need to take joint action because solving our lower division problems, let alone building a stable and healthy economy and a decent and humane pluralistic society, can only be addressed with the full effort of the entire higher educational enterprise. We are likely to accomplish these things for ourselves and for society only when we are clearly resolved among ourselves about our individual and educational purpose, when the society accepts and supports that purpose, and when we are willing -- all of us -- to work together across all organizational lines in education.

REFERENCE

Breneman, D. W., and Nelson, S. C. Financing Community Colleges: An Economic Perspective. Washington, D.C.: The Brookings Institution, 1981.

HILARY HSU

Chancellor, San Francisco Community College District

The San Francisco Community College District is extremely heartened by the renewed emphasis of the California Postsecondary Education Commission, the California Round Table on Educational Opportunity, and the Board of Governors of the California Community Colleges on the policy issues and problems related to the California Community Colleges' transfer function and by their desire to seek ways to revitalize this extremely important function. We in San Francisco have been committed to this effort for some time. My purpose is to focus on some of the broader issues and problems which our District feels must be cooperatively addressed by all three segments of public postsecondary education and by the Commission if we are to meet successfully the educational challenges of the 1980s and beyond and maintain a vital partnership in providing California citizens the educational opportunities outlined in the 1960 Master Plan for Higher Education.

One of the basic assumptions of the 1960 Master Plan with respect to the transfer function is that while the less successful, less well-prepared high school graduates are directed to the Community Colleges, these institutions are expected to raise these graduates' academic levels to that required for transfer to the University of California or the California State University within a period of two or three years. These same students, after their transfer to the University or the State University, are then expected to perform as well as the "native" students who were the "cream of the crop" when they finished high school. Needless to say, this was a formidable challenge in 1960; it has become even more so as a result of significant and far-reaching changes that have occurred in the California postsecondary educational environment since the 1960s -- changes that have affected and will continue to affect the transfer function. Some of these changes include:

- A shrinking pool of high school graduates;
- Significant declines in the levels of academic preparation of high school graduates;
- The changing nature of the Community College student population -- more ethnic minorities, more older, part-time students, more highly educated students seeking retraining opportunities;
- Changes in students' educational objectives, especially increased student demand for occupational and career-related programs;
- A decline in the number of students transferring to the University and the State University plus a corresponding increase in the number of freshmen enrolling in them and in the number of "reverse transfers" to Community Colleges; and
- A sustained period of underfunding for Community Colleges -- a still unresolved issue.

These changes require us to look at the transfer function in a new context different from that of the 1960s. They also call for a fresh examination of the appropriate roles and mutual responsibilities of Community Colleges, the University of California, and the California State University to insure the continuance of a healthy, viable transfer function. It is within this context that I hope the California Postsecondary Education Commission will exert its leadership to resolve the following four concerns as a part of its study of the transfer function.

THE NEED TO DEFINE THE POOL OF POTENTIAL TRANSFER STUDENTS IN COMMUNITY COLLEGES

Many recent studies and newspaper articles about the Community College transfer function have focused on the declining transfer rate in relation to increased total Community College enrollment. Such fallacious comparisons present a distorted picture of the transfer function and preclude any intelligent discussion of the variety of factors which influence the transfer rate. Therefore, the San Francisco Community College District supports the Chancellor's Office contention that the pool of potential transfer students in Community Colleges is ill-defined, thus allowing for these "disparate and often illogical comparisons of the transfer rate to be made to the detriment of the Community College transfer function" (Board of Governors' Agenda, April 1984).

A brief profile of San Francisco Community College District students illustrates the difficulties with this type of approach. In Fall 1982, our District enrolled 70,060 students. Of these students, 41,755 were enrolled in the Community College Centers -- the District's noncredit continuing education division; 15,981 were enrolled in the Day Division of the City College of San Francisco; and 12,424 were enrolled in the College's Evening Division. The District's 1982 biennial student information questionnaire provided the following demographic information about these students, their workload, and their educational objectives:

- 68 percent of District students are minorities -- 73 percent in the Centers Division and 62 percent at City College.

- Over one-half of District students live in households with annual incomes under $10,000.

- The median age of students is 34 in the Centers Division, 30 in the City College Evening Division, and 22 in the College's Day Division -- the only Division whose students approximate the traditional college-age cohort.

- One in five District students already has a Community College degree or higher -- ranging from 14 percent of City College Day Division students and 17 percent of Centers Division students to 39 percent of City College Evening Division students (21 percent of whom have a bachelor's degree).

- The immediate educational objective of 20 percent of District students (over 30 percent in the Centers Division, where English as a second language courses represent 50 percent of the workload) is to improve their English skills. Another 33 percent have immediate career goals. Over 48 percent of City College Day Division students plan to transfer eventually (29 percent to the State University and 11 percent to the University of California), compared to only 20 percent of Evening Division students.

- Over 30 percent of Centers students work full time, as do 22 percent of City College Day Division students, and 78 percent of Evening Division students.

- In 1982, full-time students represented only 29 percent of City College's student body, compared to over 55 percent in 1968.

- In Fall 1982, 105 City College students transferred to the University of California and 905 transferred to the State University.

Given this profile of the San Francisco Community College District's students, to discuss its transfer rate in relation to its total student population is nothing less than a gross distortion. All 41,755 non-credit students in the Centers Division as well as a majority of City College's Evening Division students would have to be removed immediately from the base. To do less would be analogous to requiring the University and State University to include the students enrolled in their extension and continuing education programs and courses in their student base in deriving their graduation rates.

We must, of course, formulate more precise and meaningful criteria for determining potential transfer students and then devote the energy and resources to encourage these students to transfer by removing real or imagined barriers that impede their transfer. Furthermore, we need to openly discourage the perpetuation of inaccurate and misleading statistics that are unnecessarily harmful to the image of Community Colleges and result in discouraging potential transfer students who otherwise might be enrolling in our institutions.

MAINTAINING ACCESS FOR COMMUNITY COLLEGE TRANSFERS IN UPPER DIVISION PROGRAMS

A graph in the March 1984 Director's Report of the Postsecondary Education Commission depicting the trend over the past decade in the fields in which students have earned degrees dramatically illustrates the shifts in student demand to technology-related and business fields in the University and State University. The same shift in interest has occurred in Community Colleges, perhaps even more rapidly and extensively. Therefore, one of the most serious concerns which we must address now and in the coming years is how to maintain access for qualified Community College transfers to such upper division impacted programs as engineering, business and management, and computer and information sciences. This problem is further complicated by significant increases in the lower division enrollments of public universities. At the Berkeley campus, for example, because of severe limitations on its enrollment capacity, Community College transfers interested in enrolling in oversubscribed majors must compete with students admitted to Berkeley as freshmen and with students transferring from other University and State University campuses. Often, transfer students with GPAs of 3.8 to 4.0 are unable to enter the upper division programs for which they have prepared so diligently.

If the Community Colleges are to continue to serve as a primary means of transfer to the University, then developing mechanisms to reserve space for these students becomes not only an ethical but a moral responsibility. Otherwise, we not only make a mockery of the transfer function, we also unwittingly encourage students not to transfer -- to seek instead short-term certificates or associate degrees with which they might find immediate entry-level employment but in the long term have no job mobility without further training. We cannot afford to waste the talent and potential of our students in such a costly manner.

FACILITATING STUDENT TRANSFER THROUGH MORE SYSTEMATIC ARTICULATION

The major focus of Community College articulation efforts in the past has been on facilitating the approval of their courses by four-year colleges and universities. Articulation problems with State University campuses have been much eased by the certification process provided by Executive Order 167 and the widespread consultation of Community College and State University faculty members and administrators in establishing general education patterns, but in the 1980s, all three public segments need to work cooperatively to make better use of technology in simplifying the articulation of courses and the transfer process. As a beginning, we should support such efforts as the California Articulation Number (CAN) system. While not a common course numbering system, CAN provides cross-referenced course identification numbers for about 100 commonly taught, lower division, transferable courses. By using such a system, and making such information available to students via computer programs and in college catalogs, not only will students know which lower division courses meet degree requirements of four-year institutions but also counselors will have more time to advise students about transfer and career options.

Another major effort needed in the 1980s is to expand at the local and regional level faculty consultation among institutions. Especially needed is dialogue among faculty in related disciplines on such issues as student competency levels, course content, required academic skills, and instructional strategies. This type of dialogue -- the real meaning of articulation -- will perhaps do more to overcome misconceptions and help to improve student performance and persistence than many of our previous, more formalized activities. The successful, cooperative intersegmental efforts initiated by the three Academic Senates in developing statements of competencies in English and mathematics for entering freshmen suggest the value of this effort. Such dialogue will also help prevent such recent distressing developments as unilateral decisions on the part of some University and State University departments to move courses from lower division to upper division status or to change course requirements without consultation with Community College departments whose students and courses are adversely affected by such changes. This type of effort, however, requires more than the type of rhetorical encouragement given in the past by the chief executive officers of the segments -- it requires resources, incentives, and the total commitment of local administrators and faculty working cooperatively to institute and maintain such liaisons.

THE NEED TO PUBLICIZE COMMUNITY COLLEGE CONTRIBUTIONS TO THE TRANSFER FUNCTION AND INTERSEGMENTAL COOPERATION THAT HAS IMPROVED IT

While the average California legislator and citizen may have been inundated with information about the decline of the Community College transfer function, seldom, if ever, do they read reports that demonstrate the significant contribution that Community Colleges have made in bridging the gap between high school students' level of preparation and the entry-level requirements of universities, or reports of intersegmental proposals that would improve the record. For example, a recent study of students transferring to Berkeley from northern California Community Colleges in 1980 and 1981 shows that their persistence at Berkeley compares favorably with that of students transferring from the State University and private colleges. In 1980, 82 percent of Berkeley's Community College transfer students were enrolled after four quarters, as were 88 percent in 1981. Furthermore, their first year GPAs were equivalent to the mean GPAs of all persisting sophomores and juniors from all sources, including native Berkeley freshmen. These data are all the more impressive in light of the high proportion of Community College students who were ineligible for admission to the University from high school, who were disadvantaged, or who were admitted by special action.

This type of report points out the necessity of providing faculty and administrators in all the segments, State officials, legislators, and the general public with information about the success rates of Community College transfers. Too often the performance and persistence rate of Community College transfers are discussed in isolation. However, when they are compared to appropriate control groups, for example, Community College transfers who were originally eligible for the University, compared to native University students, they compare very favorably. Publicizing these reports would do much to dispel many misconceptions about the Community College transfer function.

CONCLUSION

I have focused on these four issues to the exclusion of others which may be as significant, mainly because I wish to emphasize the need for all segments of higher education to work cooperatively as partners in a very important enterprise. This emphasis in no way attempts to negate or diminish the responsibility of Community Colleges to renew their responsibility to improve their methods of identifying and assisting potential transfer students, the quality and caliber of their transfer offerings, and their articulation with secondary schools in order to address more effectively the issue of student preparation. However, the complexity of the challenges which face us in the 1980s suggests the need for resolving whatever issues impede our efforts to remain a strong and viable partner in postsecondary education. Many positive recommendations have come forward to increase intersegmental cooperation from regional symposia and from successful cooperative models. We need to translate these recommendations into concrete actions and programs, and we need to secure the resources to assist us in these efforts. I hope that the Commission's recommendations will be an instrumental force in accomplishing these goals.

JOHN McCUEN

President/Superintendent, Long Beach Community College District

Let me begin by discussing a few things I know about the transfer function:

1. I know that transfer education was one of the functions ascribed to California's Community Colleges in the 1960 Master Plan and that it continues to be described as a component function of the mission of the Community Colleges.

2. I know that the number of transfers accepted by the California State University and the University of California increased steadily from 1960 to 1975, decreased from 1976 to 1981, and appears to have increased again within the last two years.

3. I know that we are on the threshold of a new era of greater accountability and that this accountability will extend in some way to the transfer function.

These things I know. However, it is what I do not know, -- what we, all of us, do not know about the transfer function which is far more significant.

1. We do not know, for example, why the transfer rates increased for several years, why they decreased for several years, or why they are increasing again. Were we really doing a better job between 1960 and 1975? If so, a better job of what -- admitting, counseling, teaching, articulation? What did we change between 1976 and 1981 -- or was the controlling factor for the decline outside our institutions?

2. We do not know what a "successful" transfer rate is. Should it be some absolute number for each institution? Should it be some ratio of our total student body, a percentage of our full-time students, or a percentage of our students who originally expressed an interest in transferring? At our institution, the ratio of transfers to our total enrollment, day enrollment, full-time enrollment, and credit enrollment has remained almost exactly the same over the last five years, even though our actual number of transfers has declined by some 40 students.

3. We do not know what effect the changing populations in our communities have had on transfer rates. Are fewer students capable of transfer? Are fewer students interested in transfer? Over the last ten years we have seen an increase in our minority students from 20 percent to almost 50 percent of our student body. Over the last five years, we have seen a 7 percent decline in the number of our students who express an interest in transfer. Does any of us really know what impact these changes have had on our transfer rate?

4. We do not know what effect the "baby boom" and the current decline in the high school cohort have had, or are having, on transfer rate. The recent WICHE report on high school graduates in California indicates that the number of graduates has been in a decline and will continue to

decline until 1991. At our institution, we have seen a 5 percent decrease in our under-21 population, and the numbers are still dropping. Surely this is having some effect and, if WICHE is correct in its projections, will continue to have an effect on our transfer rate.

5. We do not know if the numbers of transfer students being reported by the University of California and the California State University are consistently accurate. We continue to hear from our institutional research officers that there is a great discrepancy between the way these two systems count transfers. In fact, there apparently are different methodologies for "charging" transfers from one campus to another within each system.

6. We do not know enough about what the University and State University are doing to improve or retard the transfer rate. For example, David Gardner recently mentioned that the University had 100,000 more applicants for admission than it can accommodate. Surely that is having some effect, real or psychological, on students considering transfer to the University.

7. We do not yet know what effect current studies within the Community College system, such as those by the Matriculation Task Force, the Learning Assessment Retention Consortium and the Ford Foundation projects at several of our colleges, will have on the transfer issue.

8. We do not know how much of a college's limited resources should be spent in assessing and placing students or if such assistance can be demonstrated to improve transfer.

9. We do not know how much of a college's limited counseling resources should be directed toward encouraging transfer or if such encouragement can be demonstrated to improve transfer.

10. We do not know what advice high school counselors are giving their students about transfer.

11. In short, we do not know who is transferring or why, nor do we know what actions at the high school, Community College, or four-year institutional level assist or impede an individual's ability to transfer.

DANGERS OF LIMITED KNOWLEDGE

We know that the Master Plan says that transfer education is one of the things Community Colleges should do, and we know something about the numbers who have transferred; but, in all honesty, we must all admit we know very little else. And the paucity of our knowledge places the Ad Hoc Committee of the Postsecondary Education Commission in a very dangerous position. The temptation is for the Committee to rush along through its published "phases," to produce a neatly printed set of policy recommendations, and to hold a press conference -- all without ever having gotten below the surface discussion of numbers. It could even be that this press conference could be held before the problem of the Committee's study had even been properly stated.

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Let me illustrate the kind of thing I'm talking about. In the most recent edition of the Commission's Update of Community College Transfer Statistics (1984), mention is made several times that increased articulation efforts lead to increased transfer. This kind of hip-pocket analysis -- without any supporting research -- is precisely the stuff of which poor recommendations are all too often made. A colleague of mine recently mentioned that one Community College in his district made an all-out effort to improve articulation, and the result was that its transfer rate declined. Another college in the same district ignored articulation entirely, and its transfer rate went up. He did not know -- and none of us knows -- why either of these results occurred. It may very well be that after studying the issue we discover that improved articulation (such as the excellent project at Gavilan College) is a positive factor in improving transfer -- but the point is that now we simply do not know.

The critical problem here is that so many are acting as if they do know. David Gardner, for example, in a letter to me last week stated that "the transfer function is working less well today than it did earlier." A State Assembly report recently equated reduced numbers of Community College transfers with reduced quality. Both of these statements, among other things, treat the transfer function solely as a numbers game, which, by the way, I think the prospectus for the Ad Hoc Committee's study may also do.

It becomes clearer to me all the time that those interested in this issue should be looking at almost everything but the numbers. I know that numbers make the researcher's job easier. Nevertheless, I would like to suggest that the so-called "transfer problem," along with many other social problems, stem from the economy and polity, while education remains the scapegoat. I call the Committee's attention to Daniel Rossides' article in the April 1984 issue of Change and Robert Baron's article in the Winter 1984 Educational Record. Although heresy I know, there just may be periods in our nation's history when transferring to a four-year college or university simply may have less general appeal than at other times in our history. I just returned from a state where some community college people are beginning to talk this way.

What I would like to suggest, therefore, is that the Ad Hoc Committee postpone making any reports, policy analysis, suggestions, or recommendations until the transfer issue has been adequately studied. I would suggest that a joint research project be undertaken by representatives from the Community Colleges, the University, the State University, and the Commission to obtain reliable, mutually agreed-upon answers to the kinds of questions I raised above. Before this Committee makes recommendations about how to improve the stream of transfer students through baccalaureate degree programs, let's make sure we all know what forces are at work affecting the transfer rate and what realistic and potentially effective actions can be taken by the three segments to reinforce the positive forces and diminish the negative forces. In fact, let's first be sure that the transfer rate is what we want to improve, or change.

The numbers have been improving; the decline appears to have been temporarily arrested. No harm can come from taking the time now to study the transfer phenomenon calmly and objectively. The Ad Hoc Committee could make no more important contribution to the discussion of the transfer issue than to resist the temptation to prescribe a remedy until a careful diagnosis of the problem has been completed.

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RUDY MELONE and JOHN HANSELL

President/Superintendent, and Chairman, Language Arts Department,
Gavilan College

Articulation has always been an important function of Community Colleges. Students coming from high schools and other educational experiences must have their previously earned credits honored, for proper placement in courses which follow in appropriate sequence to meet students' goals. Further, courses offered for transfer to four-year institutions must be acceptable at the same level of courses offered in lower division by the receiving institution. Historically, very little attention has been paid by Community College officials and faculty to the high school level of articulation. Most of the focus of concern has been centered on agreements with the senior transfer institutions.

PROBLEMS AND ISSUES IN ARTICULATION

During the past decade there has been a noticeable decline in students transferring from Community Colleges to four-year institutions in California (Lombardi, 1979; California Postsecondary Education Commission, 1976, 1979, 1980). This trend has been attributed to several reasons by the previously noted authors: increased competition for declining high school graduates by postsecondary institutions, increased emphasis on vocational programs by Community Colleges, as well as their growing involvement with remedial education. Finally, an increasingly older population of students entering Community Colleges is also restricting the numbers transferring into upper division studies.

While all the foregoing reasons contribute to the decline in transfers, the lack of a clearly defined and ongoing role for individual Community Colleges or districts may well be a contributing factor. Articulation, it would seem, is almost always defined by the single function of "transfers." Indeed, its success appears to be measured simply in terms of numbers. The process -- if "process" it is -- is perfunctorily carried out by a two-way information-sharing activity. Instructional officers at the colleges inform university officials of courses deemed transferable; a decision is made at the university level; and final accord is developed. Very little, if any, discussion is carried on by subject-area faculty at each of the institutional levels regarding specific learning outcomes or performance standards for students.

This testimony is adapted from pages 4-14 of a five-year review project report on the Gavilan Articulation Project submitted to the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges by the Gavilan Joint Community College District, January 1984.

Recently, an equally high level of concern has been expressed about the need for closer relationships between high schools and colleges. The Chancellor of the California Community Colleges has called for a special emphasis on articulation between the schools and colleges, as has the California Postsecondary Education Commission. In his comprehensive report on the high schools, Ernest Boyer (1983) has noted this need even on the national level. These linkages, he claims, are needed in order to "establish academic standards, permit students to move more flexibly from one level to another, enrich the work of classroom teachers, and strengthen education programs at the local school."

ORIGINS OF THE GAVILAN ARTICULATION PROJECT

It was for many of the foregoing reasons that the Gavilan Articulation Project (GAP) was conceived in 1982. Relations were strong between Gavilan College and its three local high school districts of Gilroy, Morgan Hill, and San Benito. These ties had been created as a result of annual meetings and exchanges of information between counselors at both levels. They had been further intensified through close curriculum planning in occupational programs developed jointly with the Regional Occupation Programs (ROP) in such areas as nursing, auto mechanics, and auto body and fender. In these areas, faculty had been intimately involved in developing articulated curricula, which made it possible for students to move as surely and smoothly as possible to the next learning level of their chosen vocations. True, there was substantial involvement by instructional administration in developing the ROP-related curricula. The key to its working success for students, however, was the direct involvement of faculty and their acceptance of the content of the courses at each level and the means by which student assessment would take place for movement through the sequences developed.

It was equally apparent that Gavilan College has a responsibility, as do all Community Colleges, to carry on close articulation with other groups. All occupational curricula must be planned and kept current through close communication with advisory committees comprised of representatives from the practicing world of that vocation. Further, close ties and communication need to be maintained between the college and a variety of local and State agencies. These multiple relationships argued for more than administrative involvement. If there was to be genuine coordination, it must reach beyond the "administrivia" of information and paper exchange. It must necessarily involve faculty curriculum expertise and expand the knowledge and understanding of that curriculum content and measurement by all parties involved.

Meanwhile, other activities by Statewide organizations offered additional prospects for consideration within the framework of the project. The Learning, Assessment, Retention Consortium (LARC) had developed some accord on the definition of terms which sometimes cause confusion, i.e., "basic," "remedial," and "developmental" education. They had developed, at least graphically, a recommended model for how students would move in and through the Community College program best suited to their needs. In addition, the Statewide academic senates of the California Community Colleges, the California State

University, and the University of California had cooperated in developing minimum college-level standards in the areas of English, reading, and mathematics. Eventually, it is planned to incorporate these two efforts into GAP so as to have a holistic model.

ARTICULATION AND ACCREDITATION

Just as the articulation project was being considered at Gavilan College, a reminder arrived that the college was due for its fifth-year accreditation review in the spring of 1984. One of the alternatives in such interim reviews is to focus on a special project which could be of special interest and value to the institution. This approach was proposed to the Gavilan Faculty Senate, the Board of Trustees, and the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, with subsequent approval from each of these groups during the latter months of the 1981-82 academic year.

In the proposal to the Accrediting Commission, the overall goal of the project was stated in the following manner:

> to establish an articulation model for transfer courses involving high schools, community colleges, and four-year institutions which would be continuing in nature and potentially replicated in other community college districts in relationship to their high schools and neighboring four-year institutions. . . .
>
> A specific objective would be to involve appropriate local agencies and state-wide agencies in the planning and implementation of such a model so as to achieve the goal within a two-year period of time and to obtain commitment to the model, the process, the outcomes and proper assessment.

The GAP Planning Committee consisted of the following persons:

Bill Mathews, Principal, Live Oak High School (subsequently replaced by Barbara Gillespie)

Bill Keig, Assistant Superintendent, Instructional Services, Morgan Hill Unified School District (subsequently left position)

Gregory Hearn, District Superintendent, San Benito Joint Union High School District

Dick Lowery, Vice Principal-Curriculum, San Benito High School

Richard Imler, Principal, Gilroy High School

Joyce Flanigan, Assistant Superintendent, Gilroy High School

William Haldeman, Administrator, California Postsecondary Education Commission

Ronnald Farland, Administrator, College Services, Chancellor's Office, California Community Colleges

Peter Hirsch, Associate Executive Director, California Association of Community Colleges

Fauneil Rinn, Associate Dean, Undergraduate Studies, San Jose State University (subsequently replaced by Marcia Canton)

Gordon Brown, Office for Relation with Schools, University of California, Santa Cruz

Robert Swenson, Executive Director, Accrediting Commission for Community and Junior Colleges

William Reimal, Dean of Instruction, Gavilan College

Rene Diaz-Lefebvre, Tony Ruiz, Jerry Flook, and Susan Dodd, Faculty Senate Representatives, Gavilan College

Rudy Melone, Superintendent/President, Gavilan College

The committee met for the first time in September 1982. Beyond reaching accord with the fundamental purposes and need for such an articulation model and its stated goal, the members made the following recommendations: limit the first phase of the project to the subject areas of reading, writing, mathematics, physical sciences, and life sciences; examine all existing assessment instruments at all institutional levels; and start with the high schools and then move ahead with the four-year institutions. Perhaps the greatest support given was to the fact that faculty at each institution would be most involved in conversation with each other. The greatest caution given was to keep such dialogue centered on content and assessment without reference to individual teaching styles or methodologies.

The Gavilan College Superintendent/President had discussed at some length with the superintendents of the three high school districts served by the College the underlying concepts of the project and its need and potential values, and the support of the high schools had been assured. Therefore, the next step of bringing together the Gavilan faculty and high school faculties in the agreed-upon subject areas was readily accomplished.

FACULTY ACTIVITY AND OUTCOMES

An objective in implementing the project was to identify the key faculty members at each of the four institutions who could provide knowledgeable representation in each of the curricular areas to the articulated. This group of faculty were invited to the College for a luncheon meeting, at which time they were given an overview of the project. Activities accomplished to date were explained, and objectives for future accomplishment were presented and discussed.

In spring 1983, Gavilan faculty began the process of putting the College curriculum in each of the discipline areas into a flow-chart format. These charts displayed the various levels which students may enter depending upon their academic preparation. They also depicted the sequence of the courses offered at the College. These charts were then sent to the high school faculty with a request that they do the same with the disciplines that they were representing.

The first drafts were completed by the high schools in the early fall of 1983. There was continuous dialogue between the College and the high schools during this period of time, as each of the schools has a slightly different approach to the labeling and sequencing of curricula.

During October and November, the College scheduled meetings on each high school campus between the high school curriculum representatives and the College curriculum representatives. These discussions dealt with each of the courses offered by the high school in each of the disciplines. The courses were placed in sequence and categorized as "diploma," "college credit," or "honors" courses. Detailed discussions were held concerning the college prep and honors courses relative to what level students successfully completing an advanced high school course could enter at the College in the same discipline. In some cases it was determined that these students could have some course or testing prerequisites waived at the College. Following the meetings, curriculum sequence flow charts were typed up and sent back to the high school faculty for modification or confirmation. These flow charts are now complete for the year, as illustrated by the four charts appended on pages 25-28 which indicate the outcome model for the field of English. It is understood that there must be an annual review by each of the high schools in order to keep the information up to date. These flow charts should be useful to both high school and college counselors and academic advisors in interpreting the curriculum to students.

Subsequent meetings between College and high school faculty members involved the exchange of course textbooks, comparison of goals and objectives, and agreement on the part of Gavilan faculty to waive some course prerequisites on an experimental basis for selective groups of high school students completing advanced courses with high grades. In addition, Gavilan English composition instructors exchanged rated student compositions with faculty in two of the high schools to clarify expected levels of student performance and to help standardize evaluations of student performances.

Interspersed with the meetings with the local high schools were meetings with faculty from San Jose State University and the University of California, Santa Cruz. These involved a general update of the project for all participants, followed by individual meetings in each of the discipline areas. Also discussed briefly were general education issues and certification issues. A meeting between Gavilan faculty and San Jose State University faculty resulted in the forwarding of English course outlines from San Jose State which could be used by Gavilan faculty for possible curriculum modification, especially in light of the change from Gavilan's quarter system to the semester system. Preliminary information exchange has also occurred between faculty members of the University of California, Santa Cruz and Gavilan. University faculty from both campuses were very supportive of the project and looked forward to a continuing dialogue with the high school and College discipline representatives. Later this spring or early fall, all discipline faculty from all levels will be brought together at one time for an afternoon meeting at Gavilan College, preceded by a morning meeting with the Statewide advisory committee.

EXPECTED OUTCOMES OF THE PROJECT

A number of valuable outcomes are expected from the Gavilan Articulation Project. Some of them are readily apparent, while others are more subtle and will depend on the people involved. The immediate and more apparent ones can be described in the following ways:

1. Students should be able to avoid unnecessary duplication of course work, make a smoother and more certain transition from course to course and level to level, and better determine their placement in appropriate courses from year to year as well as level to level.

2. Faculty should be able to experience professional growth opportunities, particularly as they maintain continuous contact with colleagues at other levels. They should be able to refine their course content, teaching-learning methodologies, and assessment instruments and techniques, and conduct classes with students who are more correctly placed.

3. The institutions as a whole should also benefit. For all of them, resources can be more properly distributed as their curriculum is refined and their need for teachers, supplies, and equipment are more surely identified. Communications should be improved between and among the institutions involved, and roles from level to level should become more clear.

Further, the effectiveness of their educational programs should improve through clearly defined learning outcomes and evaluation procedures. Gavilan College will benefit specifically through better recognition by students of its programs, which will benefit recruitment. Since new Title V regulations will mandate a plan of articulation with high schools and four-year institutions within two years, the College is well ahead of this new requirement. The four-year institutions should also experience better success with recruitment from the high schools as well as the College and should expect a higher quality of students from all institutions as a result of curricular agreements.

A number of less obvious outcomes are part of the hopes for this project. The results of research and new learning at the four-year institutions could be more rapidly infused into the curriculum at all levels. New information about how people learn can excite new teaching-learning strategies. Special partnerships could be developed between levels for concurrent enrollment and possible acceleration of student progress. Joint appointments and/or exchanges of faculty could be arranged for professional growth and renewal while also providing teachers at all levels a better understanding of common problems as well as differences. Finally, the dominant goal of education, to provide a higher quality of learning and living, may be more attainable.

NEXT STEPS IN THE PROJECT

With the advent of Title V regulations mandating articulation plans by all Community Colleges in California, GAP is even more timely than when first conceived two years ago. However, it also makes it more imperative that appropriate means of disseminating the current status of the project be developed. Some alternatives will be discussed with the advisory committee.

Revisions and new directions may well be suggested for the project by the Statewide advisory committee and the visiting five-year review team of the Accrediting Commission for Community and Junior Colleges. These suggestions will be incorporated into the report prior to its distribution.

Two other future activities are of special interest at Gavilan College. The first is the development of a testing and placement program for students regardless of their most recent educational experiences or activities. The second is active participation with the Learning, Assessment, and Retention Consortium (LARC). One of the College's most immediate goals, therefore, will be to fit those two components together with GAP into a total model and process.

Another, but long-term goal, is to develop a computer program by which to access and fully accommodate the discipline-by-discipline and course-to-course information developed by faculty. This will make the work of GAP immediately available to each of the institutions involved, allow revisions to be made easily and quickly, and permit other disciplines to follow the model developed by GAP. Other institutions that wish to examine the model developed at Gavilan College may also have access to the information so as to ease and expedite their own articulation plans.

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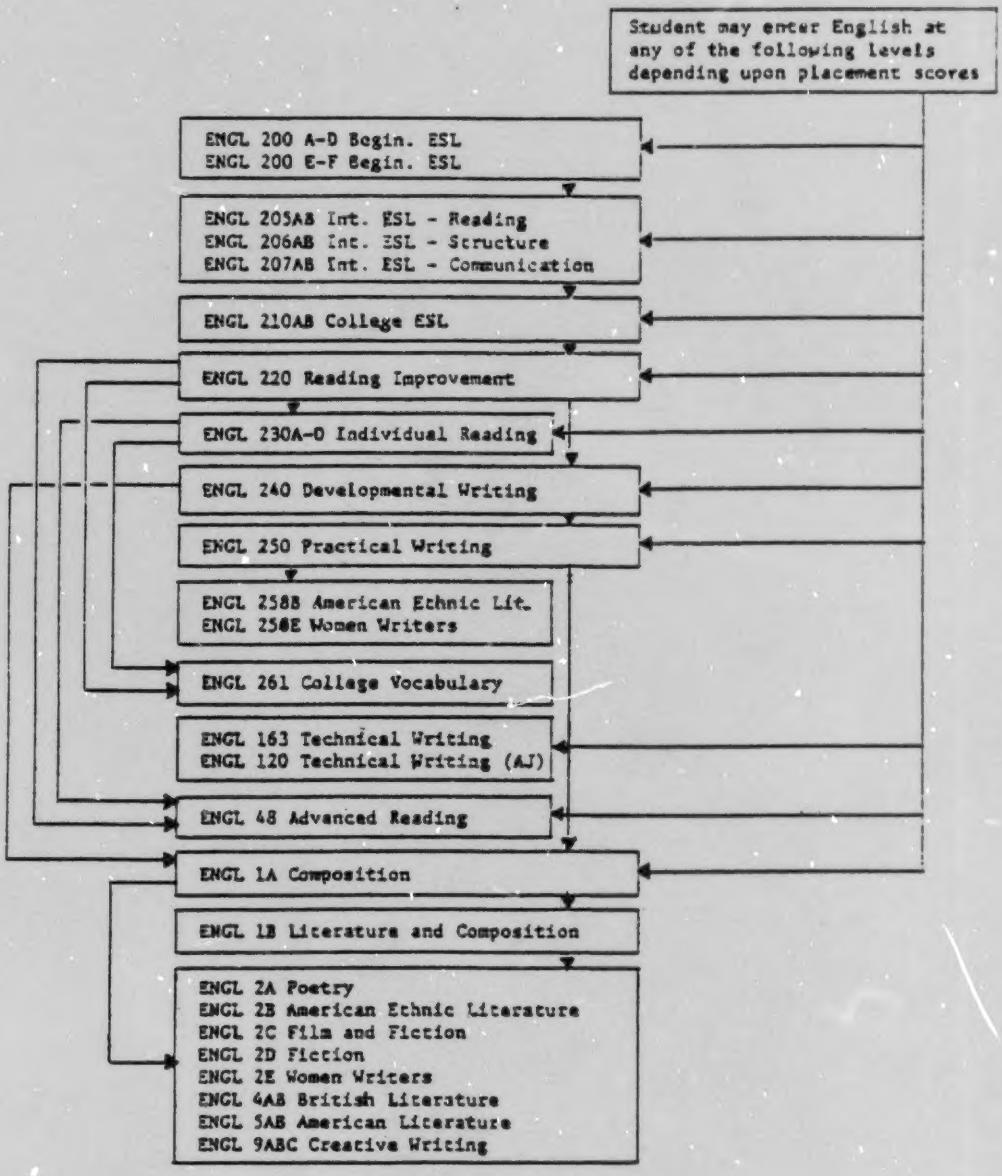
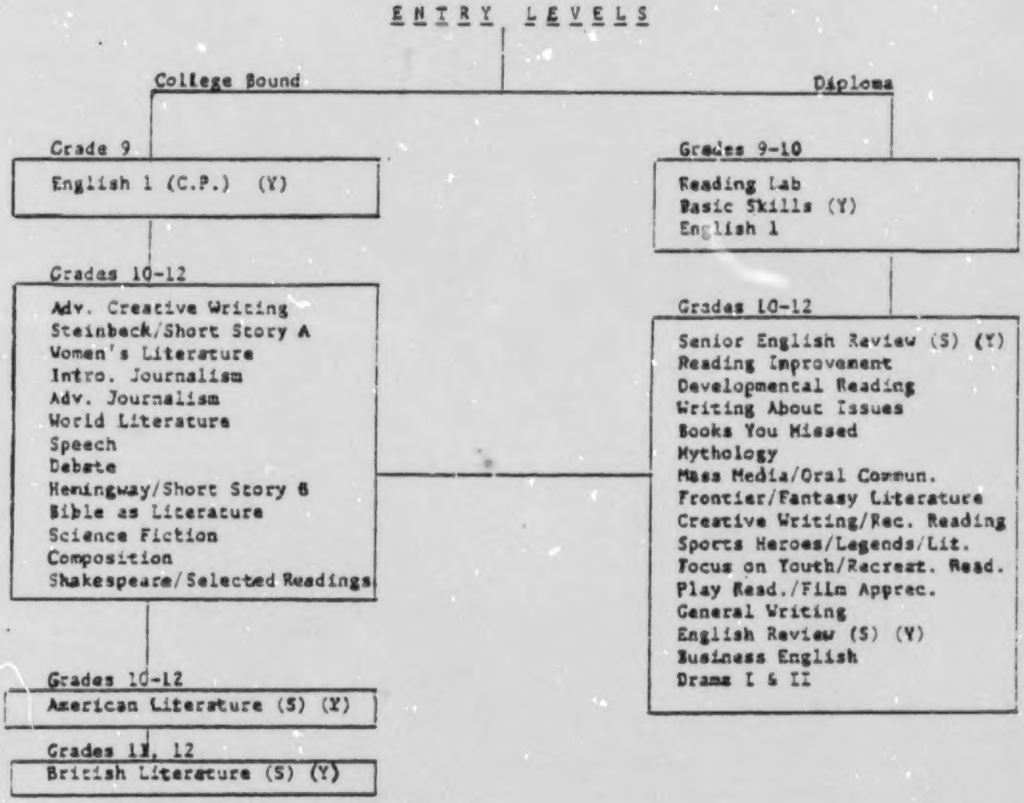
SEQUENCE OF ENGLISH COURSES OFFERED AT GAVILAN COLLEGE


Student may enter English at any of the following levels depending upon placement scores
ENGL 200 A-D Begin. ESL
ENGL 200 E-F Begin. ESL
ENGL 205AB Int. ESL - Reading
ENGL 206AB Int. ESL - Structure
ENGL 207AB Int. ESL - Communication
ENGL 210AB College ESL
ENGL 220 Reading Improvement
ENGL 230A-D Individual Reading
ENGL 240 Developmental Writing
ENGL 250 Practical Writing
ENGL 258B American Ethnic Lit.
ENGL 258E Women Writers
ENGL 261 College Vocabulary
ENGL 163 Technical Writing
ENGL 120 Technical Writing (AJ)
ENGL 48 Advanced Reading
ENGL 1A Composition
ENGL 1B Literature and Composition
ENGL 2A Poetry
ENGL 2B American Ethnic Literature
ENGL 2C Film and Fiction
ENGL 2D Fiction
ENGL 2E Women Writers
ENGL 4AB British Literature
ENGL 5AB American Literature
ENGL 9ABC Creative Writing

BEST COPY AVAILABLE

SEQUENCE OF ENGLISH COURSES
OFFERED AT GILROY HIGH SCHOOL



ENTRY LEVELS

College Bound

Grade 9

English 1 (C.P.) (Y)

Grades 10-12

Adv. Creative Writing
Steinbeck/Short Story A
Women's Literature
Intro. Journalism
Adv. Journalism
World Literature
Speech
Debate
Hemingway/Short Story B
Bible as Literature
Science Fiction
Composition
Shakespeare/Selected Readings

Grades 10-12

American Literature (S) (Y)

Grades 11, 12

British Literature (S) (Y)

Diploma

Grades 9-10

Reading Lab
Basic Skills (Y)
English 1

Grades 10-12

Senior English Review (S) (Y)
Reading Improvement
Developmental Reading
Writing About Issues
Books You Missed
Mythology
Mass Media/Oral Commun.
Frontier/Fantasy Literature
Creative Writing/Rec. Reading
Sports Heroes/Legends/Lit.
Focus on Youth/Recreat. Read.
Play Read./Film Apprec.
General Writing
English Review (S) (Y)
Business English
Drama I & II

(S) (Y) = 1 Semester or 1 year in length

(Y) = 1 Year in length

No Symbol = 1 Semester in length

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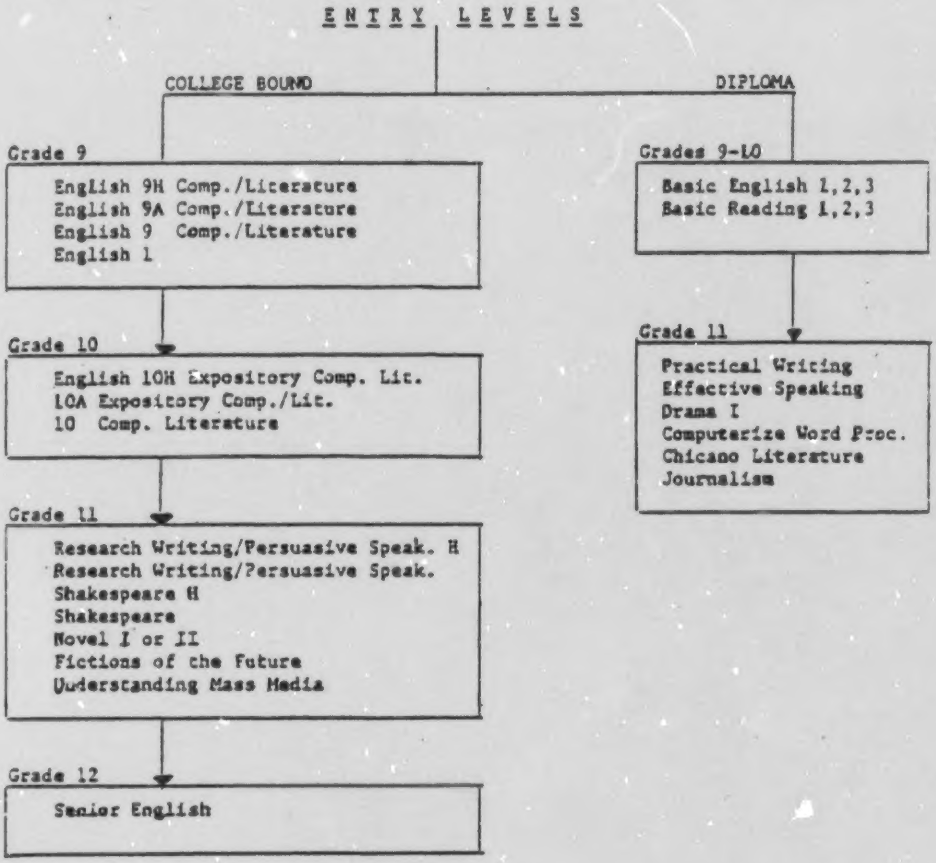
SEQUENCE OF ENGLISH COURSES
OFFERED AT
SAN BENITO JOINT UNION HIGH SCHOOL


ENTRY LEVELS
COLLEGE BOUND
DIPLOMA
Grade 9
English 9H Comp./Literature
English 9A Comp./Literature
English 9 Comp./Literature
English 1
Grades 9-10
Basic English 1,2,3
Basic Reading 1,2,3
Grade 10
English 10H Expository Comp. Lit.
10A Expository Comp./Lit.
10 Comp. Literature
Grade 11
Practical Writing
Effective Speaking
Drama I
Computerize Word Proc.
Chicano Literature
Journalism
Grade 11
Research Writing/Persuasive Speak. H
Research Writing/Persuasive Speak.
Shakespeare H
Shakespeare
Novel I or II
Fictions of the Future
Understanding Mass Media
Grade 12
Senior English

Courses listed under college bound are U.C. approved courses as submitted on annual approval list.

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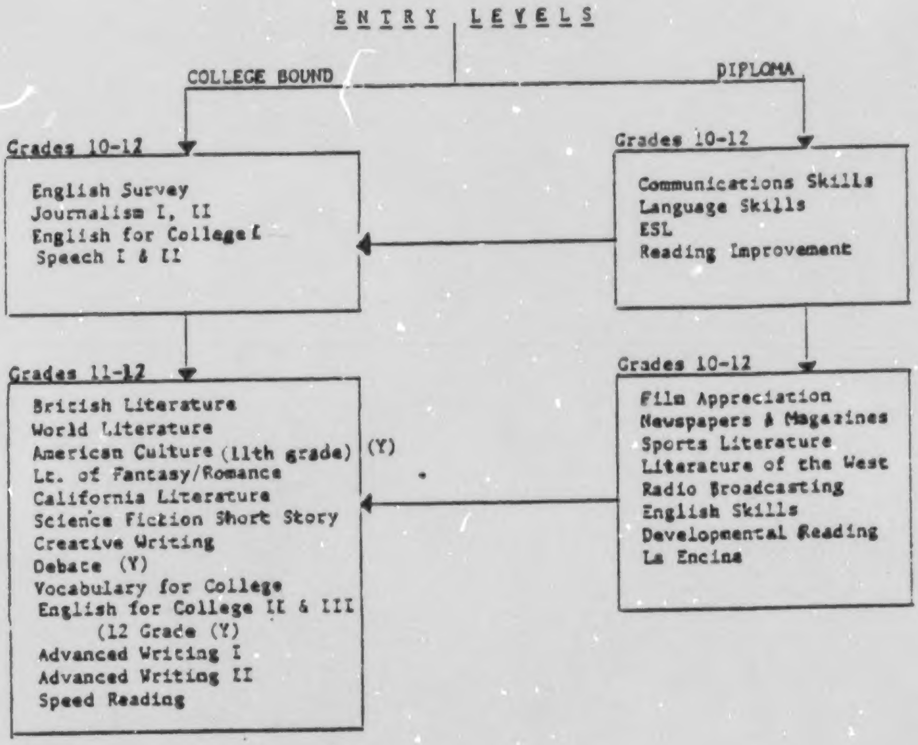
SEQUENCE OF ENGLISH COURSES
OFFERED AT LIVE OAK HIGH SCHOOL


ENTRY LEVELS
COLLEGE BOUND
DIPLOMA
Grades 10-12
English Survey
Journalism I, II
English for College I
Speech I & II
Grades 10-12
Communications Skills
Language Skills
ESL
Reading Improvement
Grades 11-12
British Literature
World Literature
American Culture (11th grade) (Y)
Lt. of Fantasy/Romance
California Literature
Science Fiction Short Story
Creative Writing
Debate (Y)
Vocabulary for College
English for College II & III
(12 Grade (Y)
Advanced Writing I
Advanced Writing II
Speed Reading
Grades 10-12
Film Appreciation
Newspapers & Magazines
Sports Literature
Literature of the West
Radio Broadcasting
English Skills
Developmental Reading
La Encina

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ABEL B. SYKES, JR.

President/Superintendent, Compton Community College

It is well that the California Postsecondary Education Commission is taking an active interest in the number of Community College students transferring to public universities. Not only is there an imperative need to ensure that this important source of undergraduate enrollments at the University of California and the California State University remains a reliable one; there is an overriding need at both State and national levels for ever-increasing numbers of well-prepared young people in a long list of specialized instructional areas.

At Compton Community College, this situation has been a topic of real concern for the past decade and a half. As early as 1971, we were actively engaged in a program called the CCC-UCLA Consortium under which special efforts were made to facilitate the successful preparation and transfer of qualified Compton students to upper division work at UCLA. Meagerly funded and supported by a great deal of volunteer overtime effort on the part of both faculty and staff members, the program easily proved its potential worth. Between 1971 and 1977, 375 Compton students transferred to UCLA. Figures on the 342 who made the step in the years between 1971 and 1976 show that 75.6 percent were either graduated from UCLA itself or from a State University campus to which they had subsequently re-transferred, or left in good standing. The failure rate, in contrast, was only 21.5 percent -- a figure most educators will recognize as very favorable.

Other figures demonstrating the impressive success of this effort are furnished in Table 1.

We were able to accomplish these results because the CCC-UCLA Consortium stressed early identification of potential transfers, mandatory skills development workshops, personally tailored study and counseling sessions, an array of carry-over services at the University, and students' perception that they were engaged in a positive and prestigious experience.

Lack of funding -- a familiar condition on Community College campuses these past years -- brought about the collapse of this valuable program after 1977. Compton transfers to all University campuses have since declined to an average of five per year. Most of these still choose UCLA; at 33 miles' distance, it is nevertheless the closest of the system's campuses.

The foregoing is offered to establish Compton's credentials. I shall return to a further particularization of Compton's situation further on. First, however, let us look for a moment at the more general picture confronting the Commission and ourselves, notably as it relates to our shared concern for minority transfers.

TABLE 1 Numbers and Percentages of Students in the CCC-UCLA Consortium, 1971-72 Through 1975-76

Status of Students	1971-72	1972-73	1973-74	1974-75	1975-76	TOTAL
Selected for the Consortium Program	75	75	100	56	36	342
Completed the Consortium Program	53 (70.6%)	64 (85.3%)	69 (69.0%)	42 (75.0%)	27 (75.0%)	255 (74.5%)
Received UCLA Degrees or were in Good Standing	38 (71.6%)	42 (65.6%)	50 (72.4%)	22 (52.3%)	18 (66.6%)	170 (66.6%)
Attended Other Four-Year Institutions	0 (0.0%)	1 (1.5%)	10 (14.4%)	0 (0.0%)	0 (0.0%)	11 (4.3%)
Left in Good Standing	3 (5.6%)	2 (3.1%)	1 (1.49%)	5 (11.4%)	1 (3.7%)	12 (4.7%)
Left in Academic Difficulty	7 (13.2%)	12 (18.7%)	0 (0.0%)	9 (21.4%)	8 (29.6%)	36 (14.1%)
Dismissed	5 (9.4%)	7 (10.9%)	1 (1.4%)	6 (14.2%)	0 (0.0%)	19 (7.4%)
Never Attended a University	0 (0.0%)	0 (0.0%)	5 (7.2%)	0 (0.0%)	0 (0.0%)	5 (1.9%)
Records Unavailable	0 (0.0%)	0 (0.0%)	2 (2.8%)	0 (0.0%)	0 (0.0%)	2 (0.7%)

Source: 1975 report by Adolfo Bermeo and Doris Dempsey of Compton College and by Twyla Stewart.

TRANSFER OF MINORITY STUDENTS

According to the most recent Commission data, except for Asians, minority students statewide continue to be a smaller proportion of transfer students than of the overall Community College student population. It is also true Statewide that Black and Latin students are not entering the University or the State University directly from high school in any great numbers.

Black and Latin students totaled 36.5 percent of all graduates from Los Angeles County high schools in 1981. Of these, 2.5 percent were admitted directly into the University, 8.5 percent into the State University, and 39 percent into the Community Colleges. It is readily apparent that the Community

Colleges represent an advantageous ground for the identification, motivation, development, and successful transfer of large numbers of high-potential minority students.

To date, however, no special attention has been forthcoming at the State level for this potentially rewarding lode of qualified minority transfers; nor has any special incentive been offered to make it attractive for the Community Colleges themselves to devote the extra dollars and energies -- both in scarce supply -- to the development of their potential. Small wonder, then, that from 1978 to 1981, Black students were only 2.5 percent of all University graduates, and Latin students were scarcely more numerous at 4.0 percent. In the same period, moreover, despite the established preference of minority students for State University over University campuses, the corresponding State University figures are but little better: 4.1 percent for Black students, and 5.4 percent for Latin students.

With favorable attention, on the other hand, much could also be done to improve the present Statewide record of Community Colleges in sending transfer students to upper division study, presently hovering around 3.1 percent. This, in turn -- as supported by our own experience in the CCC-UCLA Consortium -- could have a salutary effect on the numbers of minority students graduating from the State's four-year institutions.

The validity of this belief could be checked at minimal cost via pilot programs implemented at selected Community Colleges -- Compton, East Los Angeles, and Merritt, for example -- which serve areas having large concentrations of Black and Latin students. I have not the least doubt that special programs modeled after the CCC-UCLA Consortium could play a major role in the development of greater minority representation in higher education and, by extension, industry and commerce.

SPECIAL NEEDS OF NONTRADITIONAL TRANSFER STUDENTS

In this connection, I would like to emphasize an important point: Our experience has demonstrated that traditional methods are not adequate to the needs of nontraditional students. A great deal of individual attention is required. Fortunately, much of that attention can be provided by tutors and peer counselors, both recruitable and trainable for relatively low expenditures. It is essential, however, that the program have full institutional endorsement and moral support, in addition to whatever funds are allocated for salaried staff, space, supplies, and other amenities.

Much can be accomplished when there is individual commitment and a willingness to make a personal investment of free time and energy. But if the program is to be successful on a long-term basis, that commitment must be backed by institutional money. It was the lack of adequate financial support which ultimately caused the CCC-UCLA Consortium to lose momentum. It is the infusion of new money -- only $25,000 the first year -- which is enabling us to put together an even better program, one which offers the very real prospect of being able to double our present minority transfer groups to about 350 per year.

In that connection, let me point out parenthetically that MALDEF identified Compton Community College as having transferred only five Black students to University of California campuses in 1980. But in the same year we sent 181 Black students to State University campuses. That number happens to represent 8.5 percent of all the Black transfer students from all California's Community Colleges to all 19 State University campuses that year.

In short, Compton is clearly committed to the transfer program. In the recent past, financial strictures have prevented the sort of close attention which made our earlier efforts so successful, but thanks to the Ford Foundation development grant and a separate agreement recently signed with Lockheed Aircraft, our efforts are again bent toward helping minority students to make the transition to upper division work.

COMPTON'S FORD FOUNDATION AND LOCKHEED PROGRAMS

The new program funded by the Ford Foundation will place even more emphasis on reaching potential transfer students while they are still in the secondary school. We are working with counselors at 11 local schools to identify students having transfer potential and get them involved with our programs while still in high school. Simultaneously we have selected and signed articulation agreements with 11 public and private colleges and universities in the Los Angeles area, plus five historically Black colleges in the East. Our program will be presented to the Ford Foundation this summer for evaluation. If it is accepted, and once the wrinkles are ironed out, it will be made available to other interested institutions for replication.

Meanwhile, our arrangement with Lockheed offers special assistance to students in mathematics and science who are drawn to careers in engineering and computer sciences -- two areas in which excellent job opportunities exist, but in which both Blacks and Latins have had a disproportionately low percentage of majors.

This analysis only scratches the surface. The point, however, is clear if not particularly insightful: If California wants more transfer students out of its Community Colleges, these colleges can provide them -- at a price. In past years, the proportion of funding received by Community Colleges has not compared favorably with that awarded to the University and the State University. In 1983-84, this has been egregiously true. It is to be hoped that, if the role of the Community Colleges is to be re-evaluated as part of the forthcoming review of the Master Plan for Higher Education, the means will also be found to finance adequately whatever responsibilities that role may be determined to encompass.

CONNIE ANDERSON

Director, SBCC/UCSB Transition Program

This is the second year for the SBCC/UCSB Transition Program, a jointly funded cooperative effort between Santa Barbara City College and the University of California at Santa Barbara. The purpose of the program is to enhance all aspects of the transfer process between the two institutions, in order to motivate potential transfer students to pursue their education through the baccalaureate level. Particular attention is given to those students who are underrepresented or who do not traditionally enroll at the University. In addition, a key element of the program is to undertake efforts to improve the academic preparation and retention of those students who transfer from the City College to the University.

PROGRAM ACTIVITIES

One basic activity of the program has been the development of articulation agreements between the two institutions for 50 academic majors so that students at City College will know exactly what course work they should complete prior to transferring to the University of California, Santa Barbara. These agreements have been reproduced, as illustrated in the attached packet of materials, and are utilized by counselors for counseling potential transfer students. In addition, a series of informational meetings are held for prospective transfer students with faculty and staff representatives from the various academic departments at the University. Informational mailings, including a newsletter for these transfers, are sent to students on a regular basis.

Santa Barbara City College faculty meet with University faculty to discuss mutual concerns about course articulation and preparation. As a result, some curriculum changes are considered to better meet the needs of the transfer student.

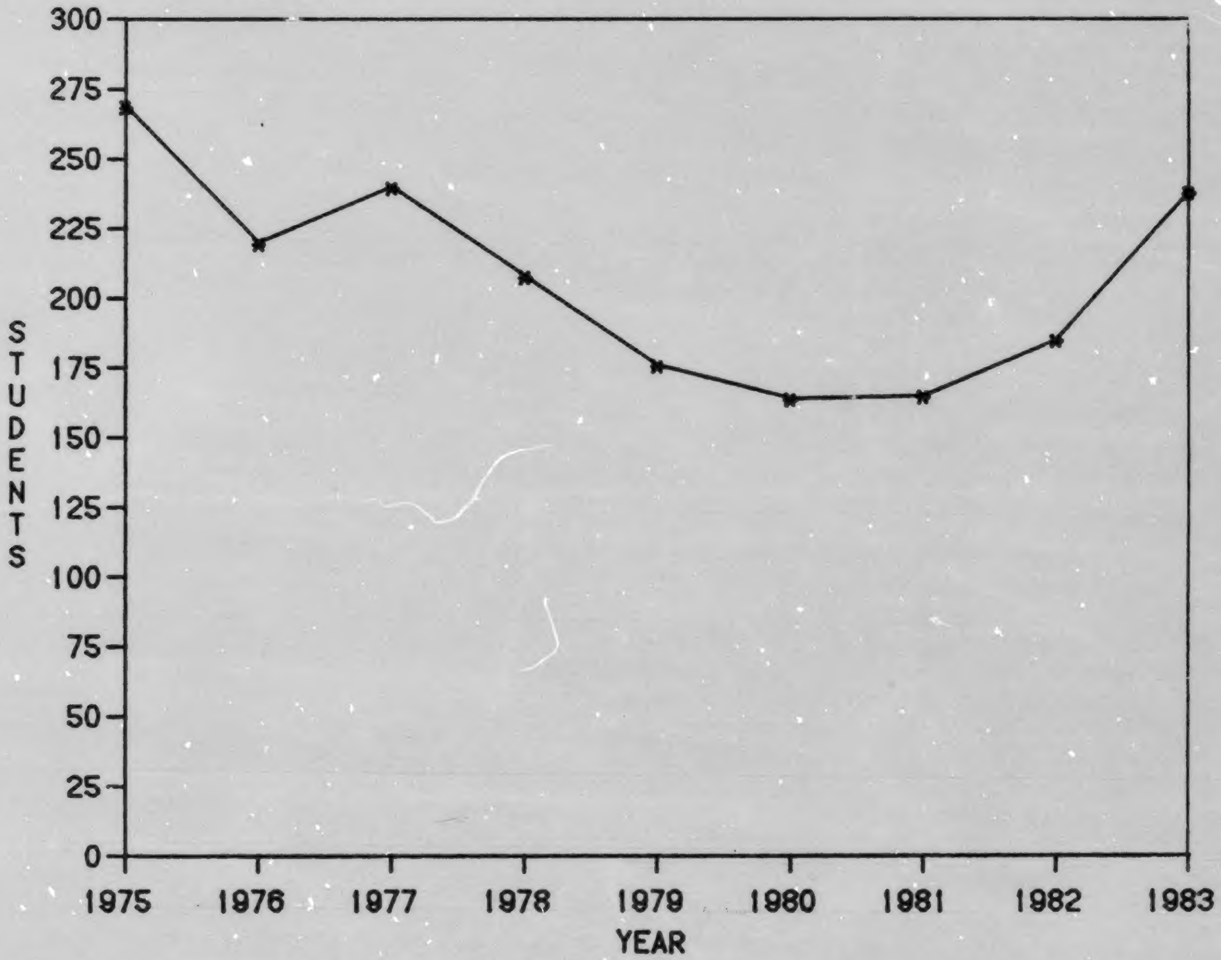
In addition, cooperative programs between the College and the University are underway in the local high schools. The purpose of these programs is to attract, motivate, and prepare underrepresented transfer students. Also, the two institutions work together to identify and provide services at the College for those underrepresented students that intend to transfer. This includes a computer tracking and advisement system which monitors a student's academic progress from their senior year in high school through the College, and on to enrollment at the University. In addition, a minority transition class is offered at the College to provide students with study skills, peer support, and information about transferring to the University.

A special feature of the Transition Program is a concurrent enrollment opportunity. Santa Barbara City College students who participate in the Transition Program are able to enroll in one course per quarter at the University while still attending City College. This aspect of the program is particularly beneficial for those students unable to complete all course preparation for transfer because these courses are not offered at City College.

Figure 1 below indicates the trend of transfers from City College to the University since 1975. As can be seen, by 1983, the number of transfers had returned to 1976-1978 levels, after reaching a low in 1980 and 1981.

The enclosed packet of materials includes examples of the program's brochures and mailings as well as a sample articulation agreement.

FIGURE 1 Number of Students Transferring from Santa Barbara City College to the University of California, Santa Barbara, Fall 1975 Through Fall 1983



ADAPTABLE ELEMENTS OF THE PROGRAM

As an example of a jointly funded transfer program between one Community College and a University of California campus located within the same community, certain elements of the Transition Program could be adapted to other settings:

1. Identification of Potential Transfer Students: Through the admission data base, the names and addresses of potential transfer students can be retrieved by academic major, ethnic group, or other categorization for mailings and advisement.

2. Advisement and Tracking of Potential Transfers: An academic plan can be established early in a student's career, based on an assessment of the student's skill level, academic major, and his or her intended college of transfer. A system can be implemented to monitor a student's progress in meeting academic goals on a regular basis.

3. Articulation: Articulation agreements between Community Colleges and four-year institutions can be established which outline the course work a student should undertake for transfer, including preparation for academic majors, general education requirements, and any special screening for admission to impacted majors.

4. Transfer Information: Information can be disseminated to students about the success of the program. However, given the financial state of the Community Colleges, controversy may surface about expenditures for such a program.

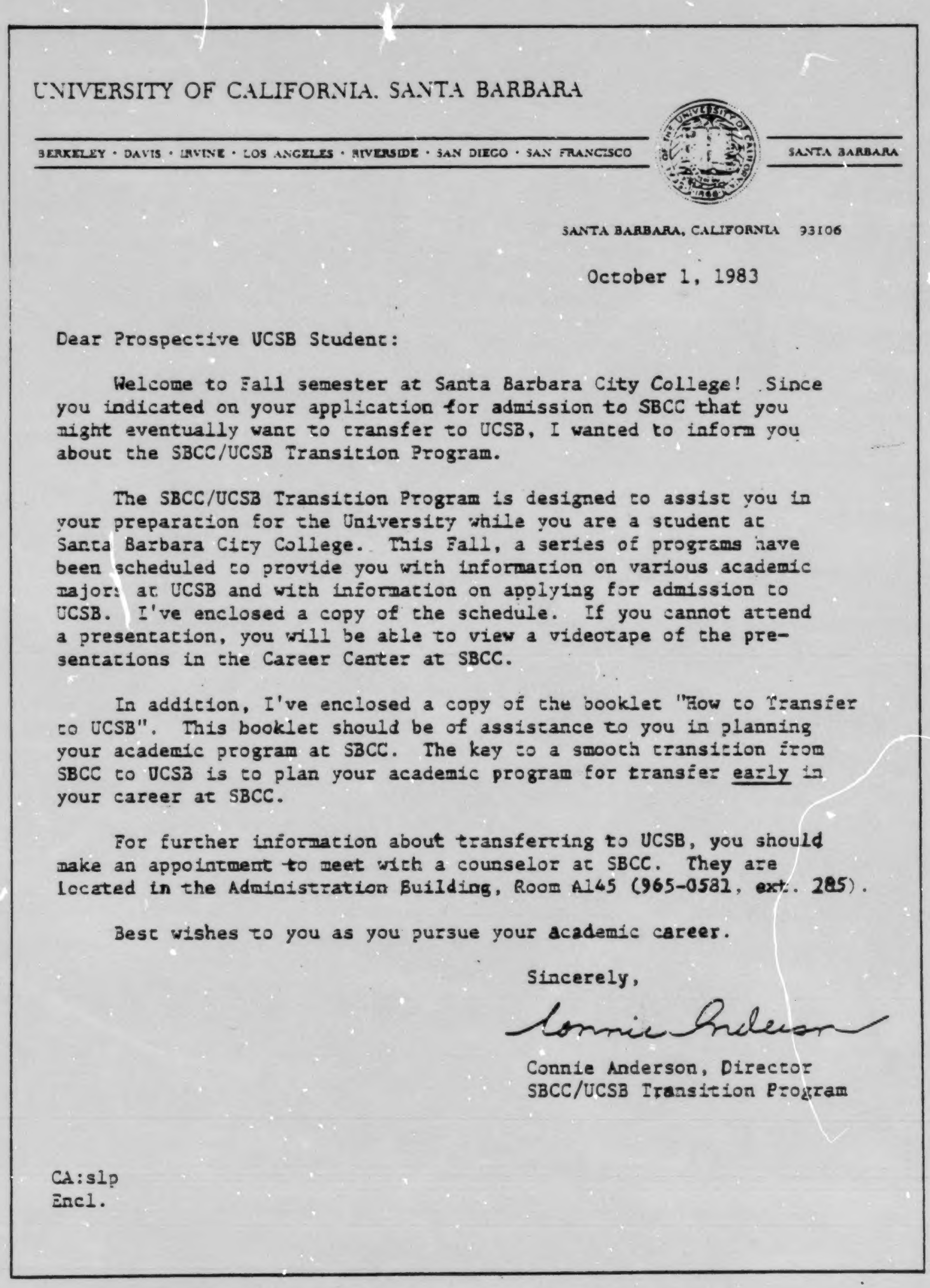
POLICY ISSUES TO BE ADDRESSED

Certain policy issues have also surfaced during the implementation of the Transition Program:

1. The Extended Opportunity Programs and Services (EOPS) at the Community Colleges serve only very low-income students. Many minority students who are educationally disadvantaged are not able to receive support services they need under EOPS guidelines. Often these are students who, with additional support, could transfer to a four-year institution.

2. Although the University of California has "partnership" programs for minority students in the junior high schools and high schools, there are no "partnership" programs for those students attending Community Colleges before transferring to the University.

3. Overall, the paucity of articulation agreements between Community Colleges and four-year institutions makes it extremely difficult for students to plan their programs for transfer.



UNIVERSITY OF CALIFORNIA, SANTA BARBARA

BERKELEY · DAVIS · IRVINE · LOS ANGELES · RIVERSIDE · SAN DIEGO · SAN FRANCISCO SANTA BARBARA

SANTA BARBARA, CALIFORNIA 93106

October 1, 1983

Dear Prospective UCSB Student:

Welcome to Fall semester at Santa Barbara City College! Since you indicated on your application for admission to SBCC that you might eventually want to transfer to UCSB, I wanted to inform you about the SBCC/UCSB Transition Program.

The SBCC/UCSB Transition Program is designed to assist you in your preparation for the University while you are a student at Santa Barbara City College. This Fall, a series of programs have been scheduled to provide you with information on various academic majors at UCSB and with information on applying for admission to UCSB. I've enclosed a copy of the schedule. If you cannot attend a presentation, you will be able to view a videotape of the presentations in the Career Center at SBCC.

In addition, I've enclosed a copy of the booklet "How to Transfer to UCSB". This booklet should be of assistance to you in planning your academic program at SBCC. The key to a smooth transition from SBCC to UCSB is to plan your academic program for transfer early in your career at SBCC.

For further information about transferring to UCSB, you should make an appointment to meet with a counselor at SBCC. They are located in the Administration Building, Room A145 (965-0581, ext. 285).

Best wishes to you as you pursue your academic career.

Sincerely,

Connie Anderson

Connie Anderson, Director
SBCC/UCSB Transition Program

CA:slp
Encl.

SBCC/UCSB TRANSITION PROGRAM
FALL, 1983 SEMINARS

October - 12 Noon SBCC, Rm. A211	UCSB's College of Engineering & Computer Science Majors Dr. Henry Nawoj, Advisor, College of Engineering, UCSB Joyce Carasa, Advisor, Computer Science, UCSB
October - 19 10 am - 2 pm walkway in front of the Campus Center.	College & University Day Representatives from various University of California campuses and other colleges and universities will be available to talk about admissions and academic programs.
October - 26 Noon SBCC, Rm. A211	Preparing for a Career in Business Kate Silsbury, Coordinator, Applied Learning Program, UCSB Career Planning & Placement Services The Economics Department at UCSB Mike Terrel, Advisor, Department of Economics, UCSB
November - 2 Noon SBCC, Rm. A211	Applying for Admission to UCSB Representatives from Admissions, Financial Aid, and EOP, UCSB
November - 9 Noon SBCC, Rm. A211	The History & Political Science Departments at UCSB The various academic majors offered and preparation for transfer.
November - 11 Cheadle Hall, Rm. 1234 UCSB	Preview Day at UCSB Preview Day is an open house for prospective students to UCSB. Academic advisors, financial aid advisors, admission advisors, etc., will be available. Also, you will have an opportunity to visit UCSB classes and tour the facilities.
November - 16 Noon SBCC, Rm. A211	Pre-Law at UCSB How to prepare for law school including choosing an appropriate academic major. Britt Johnson, Advisor, College of Letters & Science, UCSB
November - 30 Noon SBCC, Rm. A211	Liberal Studies Major at UCSB Regina Fletcher, Advisory, College of Letters & Science, UCSB Preparing for a Teaching Career Isabelle Reilly, Advisor, Graduate School of Education, UCSB

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ATTENTION PROSPECTIVE UCSB TRANSFER STUDENTS!!!

IMPORTANT ADMISSIONS UPDATE:

JANUARY 31, 1984 IS THE LAST DAY TO APPLY FOR ADMISSION TO UCSB FOR FALL QUARTER 1984! GET YOUR APPLICATION IN TO THE UCSB ADMISSIONS OFFICE BY JANUARY 31 IF YOU WISH TO BEGIN CLASSES IN THE FALL.

* * *

Financial Aid Deadlines!

THE APPLICATION DEADLINE FOR ALL FINANCIAL AID AND SCHOLARSHIPS IS FEBRUARY 9! A REPRESENTATIVE FROM UCSB'S FINANCIAL AID OFFICE WILL BE AVAILABLE TO MEET WITH YOU AT SBCC ON WEDNESDAY, JANUARY 18, FROM 12:00 - 2:00 PM, IN ROOM SC 1.

* * *

FOR MORE INFORMATION, CONTACT CONNIE ANDERSON
AT THE COUNSELING CENTER AT SBCC, 965-0581, x202.

UCSB
SBCC
TRANSITION
PROGRAM

SPEECH (B.A.'s)

UCSB/SBCC ARTICULATION AGREEMENT

1983 - 1984

The following is a list of courses that are required in preparation for the major at UCSB. Listed on the left are the courses required at UCSB; the right-hand column lists courses at SBCC that are equivalent to, or will substitute for, the courses required at UCSB. It is strongly recommended that you complete as much of the major preparation at SBCC as possible before transferring to UCSB. Of secondary importance, is the completion of UCSB's general education requirements. (See the back of this sheet.) However, you do not have to have your major preparation nor your general education requirements completed to be eligible for admission to UCSB as a transfer student.

UCSB COURSE REQUIREMENTS	SBCC COURSES
SPEECH & HEARING SCIENCE (B.A.)	
Required courses:	
Linguistics 20	No equivalent course
Physics 11	Physics 13 will substitute
Psychology 1	Psychology 1 or 21
Psychology 5	Math 17
Speech 50	No equivalent course
Speech 51	No equivalent course
Zoology 25	Zoology 3
COMMUNICATION STUDIES (B.A.)*	
Required courses:	
English 2B	English 2
Speech 10	Speech Communication 31
Speech 11	Speech Communication 23
Speech 12	English 12
Select 12 units from: Anthropology, History, Political Science, Psychology or Sociology	Select 9 units from any transferable Anthropology, History, Political Science, Psychology or Sociology course.

*Note: You will be considered a pre-Communication Studies major when you transfer to UCSB until you complete the required pre-major courses with a grade point average of at least 2.5 with no grade below a "C-" for any of the four courses.

SANTA BARBARA CITY COLLEGE TRANSFER COURSES APPLICABLE TO THE GENERAL EDUCATION REQUIREMENTS FOR THE BACHELOR OF ARTS AND THE BACHELOR OF SCIENCE DEGREES AT THE UCSB COLLEGE OF LETTERS AND SCIENCE

GUIDELINES

1. Courses in the department of the student's major may not be applied to sections "B" through "E" of the General Education Requirements.

2. An asterisk (*) after a course number indicates a credit or course limitation. Please see other side or ask your counselor to clarify.

A. ENGLISH READING & COMPOSITION - Two courses:

English 1 & 2

B. NATURAL SCIENCE AND/OR MATHEMATICS - Two courses for the B.A. degree, four courses for the B.S. degree:

Biology 1*,3*,5,7,8,10,12*,20,21,26,45,50TV,55TV; Botany 1*,2,3,4,6,; Chemistry 1*,4*,5,6,7*,11*,12*; Earth Science 2,3,4,5,6,10,14,17,21,51,81A,81B; Math 15,17 18*,19,21*,25*,26*,27*,28*; Music 88; Physical Science 3*; Physics 1*,5*,6*,13,21*, 22*,23*; Zoology 3*,5*,7*,9,21*,27.

C.**FINE ARTS - Two courses for the B.A. degree:

Art 1,3,4,5,6,28,29; Black Studies 11; Chicano Studies 19; Music 3A,3B,5,6; Native American Studies 12; Theatre Arts 3,7,8.

D.**HUMANITIES - Two courses for the B.A. degree:

Black Studies 13,14; Chicano Studies 13,15; English 12,15,21,22,23,24,25,26,27,28, 29,30,31,34,35,38,39,55TV; French 3,71,72; German 3; Philosophy 1,2,3,4,5,7,16,50TV, 55TV; Spanish 3,4,25,26; Speech 21*,23,25,31*,33,35,39*.

E.**SOCIAL SCIENCE - Two courses from Section I OR one each from Sections I and II:

Section I:

Anthropology 2,3,4A,4B,5,7,13; Business Administration 7; Business Law 1* or 2*; Economics 1,2,3,8; Geography 2,5,6,7; History 1,2,5*,7*,8*,9,10,11,12,13,14,19,20, 22,24,25,26,27,28,29,32,34,35*,36*,38,41,50TV; Political Science 1A,2,4A,4B,5,9A,9B, 13A,20,23A,50TV; Psychology 1*,2,3,4,6,21*,50TV; Sociology 1,3,4,9,13,15,17,50TV.

Section II:

Black Studies 1,3; Chicano Studies 1,3,10; Ethnic Studies 7; Native American Studies 1,2,3,4,13.

AMERICAN INSTITUTIONS REQUIREMENT (A.I.R.) - Two courses satisfy the A.I.R. AND ALSO APPLY TO ANY GENERAL EDUCATION AREA WHERE LISTED ABOVE

Art 6; Black Studies 1,3; Chicano Studies 1,3,13; Economics 3; English 23,24; Environmental Studies 3; Ethnic Studies 7; History 5*,7*,8*,9,24,28,29,41; Native American Studies 1,2,3,4,5,13; Political Science 1A,4A,4B,13A,50TV; Sociology 9. (NOTE: History 5 or History 7 and 8 or Political Science 3 will also satisfy the A.I.R. at SBCC for the A.A. degree.)

**The B.S. degree student must complete only two of the three Areas C,D, and E.

UC SB
University of California Santa Barbara

Relations With Schools
University of California
Santa Barbara, California
93106

BUSINESS REPLY MAIL
First Class Permit No. 169 Santa Barbara, CA

Postage will be paid by addressee

Silvia Torres
Extended Opportunity Programs
Santa Barbara City College
721 Cliff Drive
Santa Barbara, CA 93109-9990

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

38C

Academic/Career and Activity Interest Groups

In addition, at UCSB, EOP/SAA sponsors Academic/Career interest groups which are available to minority transfer students. EOP sometimes sponsors these groups in conjunction with various student activity organizations. They are run by students and designed to encourage self-help, information sharing, and network building. The following is a list of student pre-professional organizations.

- Health
- Engineering
- Law
- Business
- Social Science
- Education
- Special Projects

EOP Locations at UCSB

- Chicano EOP Building 406
- Asian, Black and American Indian EOP Building 434

Office of the Director

Educational Opportunity Program
Student Affirmative Action
Building 434
University of California,
Santa Barbara, CA 93106
Telephone (805) 961-3235

The Minority Transition Program encourages all minority students to participate in its activities so that they may optimize the benefits of an educational experience. The ultimate goal of the program is to provide the opportunity and support necessary for a student to undertake and complete an education at SBCC and pursue their education at the baccalaureate (4 year) level at UCSB.

The Minority Transition Program is housed in the Student Services building (next to the Financial Aid office) in Room SC 18 at SBCC. If you are interested in the program and would like more information, contact the coordinator at 965-0581, extension 383.

MINORITY
TRANSITION
PROGRAM

UC
CC

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38-D

Are you a minority student interested in pursuing higher education beyond the A.A. degree?

Would you like the challenge of personal and intellectual growth?

Have you considered UCSB as an option in planning your educational goals?

The SBCC/UCSB Minority Transition Program can assist you in answering these questions as well as providing information that will direct your education toward your particular interests. The Minority Transition Program is a joint effort, between SBCC and UCSB, that encourages underrepresented students to pursue higher education beyond a 2 year college degree. For participation in the program, financial need is not a criteria. Individual academic and personal counseling for all minority students interested in transferring to UCSB is provided. Workshops are also provided to prepare students both academically and psychologically for a smooth transition to university life.

In order to meet this end, the following services are available at SBCC to encourage and academically prepare students to successfully complete their two year college degree before transferring:

- Registration Assistance
- Scheduling Assistance
- Financial Aid
- Academic Counseling
- Personal and Group Counseling
- Tutoring
- Reading Study Skills
- Writing Lab
- Disabled Student Services
- Independent Study
- Learning Assistance
- Library

Once at the University of California at Santa Barbara, the student can obtain continuous support services through the Educational Opportunity Program/Student Affirmative Action (EOP/SAA). The program is specifically designed to inform, recruit, admit, and support, low income and/or minority high school students and community college transfer students.

In order to assist the minority transfer student in completing the challenge of a university education, the EOP/SAA offers the student the following services:

- Pre-Admission Counseling
- Financial Aid
- Admission Assistance
- Personal and Group Counseling
- Academic Advising
- Tutoring/Instructional Groups
- Housing Assistance
- Career and Graduate School Counseling
- Summer Orientation Program

YES. I am interested in higher education at UCSB

NAME: ______

ADDRESS: ______

PHONE: ______

1. HAVE YOU DECIDED ON A MAJOR?

☐ Yes ☐ No

2. IF YES, WHAT IS YOUR MAJOR?

______

______

3. WHAT TYPE OF INFORMATION WOULD BE MOST HELPFUL TO YOU IF YOU WERE INTERESTED IN TRANSFERRING TO UCSB?

______

______

______

4. ARE YOU INTERESTED IN PARTICIPATING IN SMALL GROUP ACTIVITIES OFFERED BY THE MINORITY TRANSITION PROGRAM?

☐ Yes ☐ No

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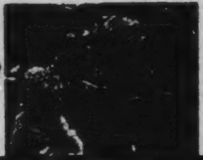


What if you're undecided about an academic major?

Many students preparing for transfer have not chosen an academic major. In fact, those students who have chosen a major usually change their major at least once before they graduate from UCSB. If you are undeclared, you should plan to sample courses in a variety of fields to define your focus and to lay the groundwork for upper division classes in those areas of greatest interest. You should also review the major sheets available in the SBCC Counseling Center for each of your prospective majors to determine if any specific courses in preparation for a major must be taken at SBCC to assure normal progress towards graduation at UCSB. Since you will be expected to declare a major once you transfer to UCSB in your junior year, you should use your time at SBCC to define your academic interests.

In addition, you should utilize the Career Center at SBCC (Student Services Building, Room 13), to assist you in defining your educational and career goals. The Career Center has a testing program to evaluate your career interests; a Career Resource Library which includes information describing over 20,000 different careers; career planning seminars, classes and workshops; and career counselors that are available by appointment to assist you.

What are the general education requirements at U.C. Santa Barbara?

UCSB has three colleges: the College of Letters & Science, the College of Engineering and the College of Creative Studies. Each of these colleges have general education requirements that must be completed prior to graduating from UCSB, *not* prior to transferring to UCSB. In addition to taking course preparation for your academic major at SBCC, you should also begin to take classes that will fulfill UCSB's general education requirements, particularly the English composition requirements. Sheets describing UCSB's general education requirements are available in the Counseling Office at SBCC.

UCSB
SBCC
TRANSITION
PROGRAM

contact

Connie Anderson, *Director*
SBCC/UCSB Transition Program
Room A-133, SBCC, (805) 965-0581,
ext. 202

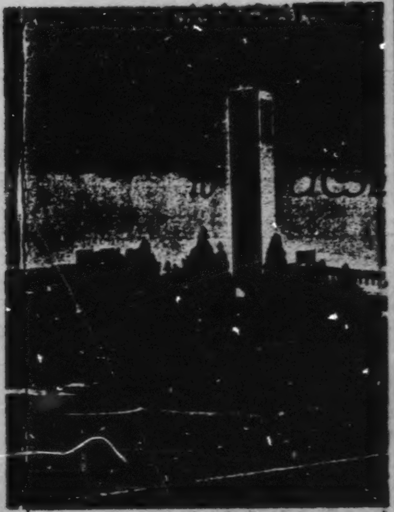
Sylvia Torres, *Coordinator*
SBCC/UCSB Minority Transition
Program
Room SC-18, SBCC, (805) 965-0581,
ext. 63

For assistance in planning your academic program for transfer

contact

SBCC:
Counseling Office
Room A-145, SBCC, (805) 965-0581,
ext. 265

UCSB:
Office of Relations with Schools
Room 1234 Cheadle Hall, UCSB
(805) 961-2485



UCSB
SBCC
TRANSITION
PROGRAM

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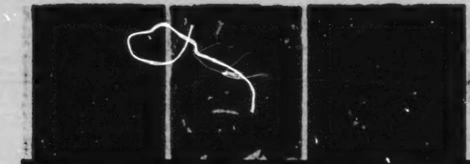

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So you think you want to transfer to UCSB after attending SBCC?

The SBCC/UCSB Transition Program is a cooperative program between Santa Barbara City College and U.C. Santa Barbara designed to assist you in planning for transfer to U.C. Santa Barbara. Individual academic advisement, special programs and workshops, a newsletter, and academic major sheets are offered through the program. A concurrent enrollment opportunity is available for students who want to enroll in a course at UCSB while still attending Santa Barbara City College. In addition, a component of the Transition Program specifically assists underrepresented students in pursuing higher education beyond a two year college degree.

How do you plan a program for transfer?

It is important that you begin to plan for transfer early in your career at Santa Barbara City College. Don't wait until your second year at SBCC to get started! You should meet with a counselor at the SBCC Counseling Office to plan an appropriate academic program. In addition, become familiar with the resources available at SBCC including the Career Center, the Learning Assistance Center, EOP, and other services which will assist you academically and psychologically for a smooth transition to UCSB.

A checklist for transfer:

- Meet admission requirements to UCSB as a transfer student.
- Take coursework required in preparation for your academic major.
- Complete special admission screening requirements for your transfer major if applicable.
- If undecided about a major, take coursework at SBCC that will help define your interests and utilize the services of the SBCC Career Center.
- Fill in your academic program with classes that will meet UCSB's general education requirements.

What are the requirements for admission to UCSB as a transfer student?

The requirements for admission to UCSB very depending upon whether you were eligible to attend the University from high school or not. If you were eligible from high school, you will be able to transfer to UCSB at any time if you have maintained at least a 2.0 grade-point average in your transferable coursework and are in good academic standing. If you were not eligible from high school, you must complete 56 semester units of transferable coursework with a grade-point average of a 2.4; that's approximately two years of full-time coursework.

Some academic majors at UCSB have more applicants for admission than can be accommodated, therefore, additional requirements may be imposed. To determine your eligibility for admission to UCSB into the academic major of your choice, you should either meet with a counselor at SBCC's Counseling Office or make an appointment with an admissions advisor at UCSB.

How do you determine what courses to take in preparation for your academic major?

UCSB offers approximately 70 academic majors. Each of these majors has course preparation which a student is expected to complete prior to undertaking major requirements in their junior year of college. It is particularly crucial to have as much (if not all) of your course preparation completed prior to transferring to UCSB if you are planning on majoring in the sciences, foreign language, computer science or engineering.

You may find in reviewing the major course preparation that you will not have the background necessary to enroll in some of the courses specified. So you may also need to complete necessary prerequisite courses to enroll in the major preparation coursework. The Counseling Office at SBCC has major sheets available which outline the course preparation required at UCSB and the courses you should take at SBCC to fulfill these requirements.

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DEL M. ANDERSON

Dean of Students, Los Angeles Harbor College

Two programs at Los Angeles Harbor College have led to improvements in student performance, instruction, and transfer rates -- Project Access, and the Ford Foundation Urban Transfer Project.

PROJECT ACCESS

In Fall 1982, Harbor College implemented a program of mandatory orientation and assessment of all new students known as Project Access. Background information on this program appears on the following page, but its components can be summarized as follows:

1. All new students are required to attend orientation regardless of the number of units they plan to take. The emphasis is on orientation, although testing is part of the process. Each student who picks up an application is given a copy of the letter reproduced on page 41, outlining the requirements and a schedule of sessions. Students are not permitted to register without proof of attendance at orientation or a form indicating that a counselor has waived the requirement. Typically, waivers are for students with an associate degree or higher and for students who can demonstrate to a counselor's satisfaction that they should not be required to attend. The burden of getting out of the requirement is on the student.

2. The three-hour orientation includes the following:

   - Completing an Educational Planning Summary (page 42), which solicits not only demographic data but also assesses the student's need for remedial work in basic skills, assistance with English as a second language, financial aid, and other services. This four-part NCR Form drives a Counseling/Advising-oriented data base where individual student need can be identified and follow-up can be provided with computer support.

   - Testing in basic skills including language usage, reading, and numerical skills or elementary algebra. Advanced tests in reading and mathematics can also be administered. The tests, developed by the American College Testing Program (ACT) for the Los Angeles Community College District, take approximately one hour and 15 minutes to administer. The tests are scored on a Scantron machine; the results are returned to the student during the orientation session, followed by program advising by a counselor.

   - Viewing a 20-minute videotape which explains academic regulations such as probation and disqualification, use of the catalog and class schedule, definitions of important terms, location of services on campus, and an introduction to key people on campus.

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT'S PILOT PROGRAM FOR RECRUITMENT/RETENTION/AND TRANSFER

This program focuses on (1) proper course placement (2) intrusive counseling (3) curriculum revision for basic skills courses and (4) increased "intersegmental" cooperation, i.e., between high schools, community colleges, and senior institutions. Two critical components to ensure successful coordination are the development of a COMPUTER TRACKING SYSTEM and implementation of MANDATORY ORIENTATION/ASSESSMENT of all new students, full or part-time, by means of a nationally normed set of instruments. These instruments are provided by the American College Testing Program (ACT) in partnership with the District in Project ASSET: Assessment of Skills for Successful Entry and Transfer.

In Fall '82 a "pilot" and two comparison groups of students were randomly selected from entering first-time students at three of the ten District colleges,—Harbor, Mission, and Trade-Tech. Differences in treatment included the assessment instrument administered and the follow-up pursued. These students are to be tracked over three years and data accumulated on their relative retention within and between semesters, on units attempted and completed, and GPA. Early results are promising, and the computer model used for providing information to counselors and students is being refined and extended as the utility of the data becomes apparent. In Fall '83, three additional colleges will join this effort, which will serve at least 55,000 students: 37% Black, 31% Hispanic, 9% Asian and 22% Anglo.

COMPUTER-SUPPORTED ACTIVITIES

The computer tracking system will allow for follow-up from a student's entry to the college, through his/her program, to his/her eventual transfer to employment or further education. Computer-generated information for the counselors, such as the student's study list, mid-term progress report requests, update on goals/transfer intentions, and semester reviews, will be available for follow-up counseling.

Data compiled will be analyzed to determine lack of "success predictors" and to schedule intrusive counseling for such students. It will also point to the need for increased basic skills instruction and possibly the need for different delivery systems.

Connected by this computer tracking system, activities include the following:

(1) ORIENTATION/ASSESSMENT—Mandatory orientation and assessment of all new students is to be implemented. Student competencies in reading, language usage, and in numerical or algebra skills are assessed. Student plans, educational goals, and needs for support services are determined.

(2) COUNSELING ACTIVITIES—Based on assessments, students receive course placement advisement, career guidance and other referrals. Follow-up counseling is made possible through evaluation of computer-generated information. High risk students are identified for individual counseling; others are recommended for group counseling, such as by majors for transfer information.

(3) INSTRUCTION—Counseling and instruction cooperatively determine needs for course sections offered. Special emphasis is placed on basic skills. Course/program prerequisites may be established. Students requiring concurrent enrollment in basic skills courses are identified.

(4) TRANSFER FUNCTION—Early identification of students with transfer intent increases the potential for intersegmental cooperation and allows senior institutions easier access to transfer students. The ability to track students facilitates the formation of honors and mentors programs, affiliation groups of students desiring to transfer to the same institution, and the redirection of students toward non-traditional programs.

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LAHC
Los Angeles Harbor College · 1111 FIGUEROA PLACE · WILMINGTON, CALIFORNIA 90744 · (213) 518-1000

Spring 1984

Dear student applicant:

Welcome to Harbor College! This is a reminder that all students who have applied to attend Harbor College this Spring are required to attend the New Student Orientation and take the college assessment prior to registration if they have not done so in the past year. Please make an appointment at the Information Desk.

You may complete both activities on any one of the dates scheduled below. Orientation sessions will be held in LRC 125 beginning January 9 through February 9, 1984. Bring two No. 2 pencils for taking the test. Please note that the door will be locked at the scheduled time--plan to arrive a few minutes early.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1/9 1-4 PM 6-9 PM	1/10 1-4 PM 6-9 PM	1/11 9 AM-12 PM 1-4 PM 6-9 PM	1/12 1-4 PM 6-9 PM	1/13 9 AM-12 PM 1-4 PM
1/16 HOLIDAY	1/17 9 AM-12 PM 1-4 PM 6-9 PM	1/18 9 AM-12 PM 1-4 PM 6-9 PM	1/19 9 AM-12 PM 1-4 PM 6-9 PM	1/20 9 AM-12 PM 1-4 PM
1/23 1-4 PM 6-9 PM	1/24 1-4 PM 6-9 PM	1/25 9 AM-12 PM 1-4 PM 6-9 PM	1/26 1-4 PM 6-9 PM	1/27 9 AM-12 PM 1-4 PM
1/30	1/31	2/1 9 AM-12 PM 6-9 PM	2/2 1-4 PM	2/3 9 AM-12 PM 1-4 PM
2/6 6-9 PM	2/7 1-4 PM	2/8 9 AM-12 PM	2/9 6-9 PM	

We hope that this orientation program will assist you in your college career. Students who have the earned the associate degree or higher may have this requirement waived by showing a copy of a transcript or diploma or a copy of their previous attendance at an orientation session to a counselor.

Please do not bring friends, parents, or children as they will not be admitted to the orientation session. Calculators of any kind will not be permitted. Sessions are scheduled for three (3) hours and there will be no early dismissal.

Students who plan to register late should be aware that late registration is conducted on a day-to-day basis and may be closed at any time if the College has reached its enrollment goals.

Sincerely,

Del M. Anderson
Dean, Student Services

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

Project ASSET Educational Planning Summary
BACKGROUND AND PLANS SUMMARY

Keep the white copy of this form with you during your attendance at the institution.
Todays date__________________

(Please print)
NAME OF CAMPUS____

1. NAME____
Last First Mdl (Maiden)

Social Security Number Area Code/Telephone Number

2. DATE OF BIRTH Month Day Year

3. SEX ☐ Female ☐ Male 4. VETERAN ☐ Yes ☐ No

5. ETHNIC BACKGROUND (Optional)
☐ 1. Black/Afro American
☐ 2. Chicano/Hispanic/Mexican-American
☐ 3. White-Caucasian
☐ 4. Asian/Pacific Islander
☐ 5. American Indian/Alaskan Native
☐ 6. Filipino
☐ 7. Other
☐ 8. Prefer not to respond

6. IS ENGLISH YOUR PRIMARY LANGUAGE ☐ Yes ☐ No

7. TYPE OF HIGH SCHOOL CERTIFICATE
☐ 1. H.S. Diploma ______ ______
Month Year
☐ 2. GED
☐ 3. Proficiency Exam
☐ 4. Cert. of Completion
☐ 5. Foreign Secondary
☐ 6. Not a H.S. Graduate
☐ 7. Early entry student

8. NUMBER OF PREVIOUS COLLEGE UNITS EARNED
________ None ________ Quarter Units ________ Semester Units

9. HIGHEST COLLEGE DEGREE OR CERTIFICATE EARNED
☐ 1. No degree at this time
☐ 2. Certificate
☐ 3. Associate Degree
☐ 4. Bachelor's Degree
☐ 5. Master's Degree or beyond
☐ 6. Other____________________

____
Last college attended Last Date Attended

10. MOST RECENT COURSES AND GRADES EARNED

Math____
Course Year Grade

English____
Course Year Grade

Science____
Course Year Grade

11. ENROLLMENT PLANS
☐ 1. Spring 19____
☐ 2. Summer 19____
☐ 3. Fall 19____
☐ 1. Full-time (12 units or more)
☐ 2. Part-time
☐ 1. Day
☐ 2. Evening
☐ 3. Day and Evening

12. CAREER GOAL ______________________________
(Name of Occupation)

13. EDUCATIONAL PROGRAM OR MAJOR (see list provided)

Choice #1 ______________________ Code ______________

Choice #2 ______________________ Code ______________

14. HOW SURE ARE YOU OF YOUR CHOICES IN NUMBER 13?

☐ Very Sure ☐ Fairly Sure ☐ Not Sure

15. MOST IMPORTANT REASON FOR ATTENDING FURTHER EDUCATION

☐ 1. To learn occupational or technical skills.
☐ 2. To earn a certificate in a vocational area.
☐ 3. To earn an associate degree in a general education program
☐ 4. To earn an associate degree in a vocational program.
☐ 5. To transfer to a four-year college or university after receiving an associate degree
☐ 6. To transfer to a four-year college or university without receiving an associate degree
☐ 7. Other
☐ 8. Decided

16. EMPLOYMENT HOURS PLANNED WHILE ENROLLED

☐ 1. None
☐ 2. 1-10 Hours/week
☐ 3. 11-15 hours/week
☐ 4. 15-20 hours/week
☐ 5. 21-30 hours/week
☐ 6. 31 or more

17. AMOUNT OF EDUCATION PLANNED

☐ 1. Four-year college degree
☐ 2. Two-year college degree
☐ 3. One- to two-year certificate program
☐ 4. Classes only, no certificate or degree
☐ 5. Graduate or professional study beyond four-year degree

18. CONSIDERING OR PLANNING TO TRANSFER TO ANOTHER COLLEGE LATER?

☐ 1. A two-year college
☐ 2. A four-year college or university
☐ 3. Other type of institution
☐ 4. Not planning to transfer
☐ 5. Undecided about transfer

____
Name of institution being considered

19. WOULD LIKE HELP WITH

Yes	Maybe	No	
☐	☐	☐	1. Financing education
☐	☐	☐	2. Finding employment
☐	☐	☐	3. Day care center information
☐	☐	☐	4. Physical disability
☐	☐	☐	5. Health problem
☐	☐	☐	6. Transportation information
☐	☐	☐	7. Choosing a major or career
☐	☐	☐	8. Reading skills
☐	☐	☐	9. Study skills
☐	☐	☐	10. Writing skills
☐	☐	☐	11. Math skills
☐	☐	☐	12. Work experience for credit
☐	☐	☐	13. Other ______________ (please describe)

SKILLS ASSESSMENT SUMMARY			Recommendations		Student's Plan	
		Number Correct	Course Name	Number	Course Name	Number
BASIC SKILLS	1. Language Usage					
	2. Reading					
	3. Numerical					
ADVANCED SKILLS	4. Elementary Algebra					
	5. Intermediate Algebra					
	6. College Algebra					
	7. Advanced Language Usage					
ADDITIONAL SKILLS	8. Clerical					
	9. Mechanical Reasoning					
	10. Space Relations					

______________________ Student Signature

______________________ Advisor Date Telephone

WHITE-Student
CANARY-Advisor
PINK-College
GOLD-College

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3. Students are advised and placed in English composition classes based on their test scores. Harbor College has three levels of English composition and English as a second language classes. Each English faculty member gives a writing assignment on the first day of class, and students with borderline scores may be advanced to the next level at the discretion of the instructor. There is also an informal agreement between the English faculty and counselors that students may appeal to the English faculty or a counselor if they believe the test did not accurately portray their ability or if they took the test under conditions of extreme stress. This review procedure is used sparingly.

4. Students on academic or lack-of-progress probation are required to see a counselor before registering for classes.

5. Computer follow-up and computer-generated reports of student progress are produced for use by counselors. These reports detail student progress over two semesters as well as information on whether the counselor's advice was followed. When staffing is available, students making less than satisfactory progress are followed-up by telephone or letter.

6. A signed release-of-information form allows automatic release of information about students from Harbor College to any four-year institution. This procedure greatly enhances our ability to identify and provide senior institutions with names of prospective transfer students.

Project Access has helped us in the following ways: We know more about the needs and abilities of our students. We have restructured parts of the curriculum to meet the needs that have been identified. We have the capability to follow student progress on the computer and provide accurate information for counselors in the advising process.

The success of Project Access has been hampered only by the lack of counseling staff, clerical and paraprofessional support for counselors, and inadequate funding for a sufficient number of developmental skills classes. We have excellent follow-up capability but no support staff to do the actual follow-up with students. We would like to consider a requirement that all students who have completed 30 units be required to see a counselor, but counseling staff is not adequate to implement this service. It is our belief that if students were required to see a counselor not only when entering but also after completing 30 units, prospective transfer students could be more easily identified and provided encouragement and assistance in a timely manner.

The Los Angeles Community College District and the American College Testing Program have undertaken a research project spanning three years, from 1982 to 1985. There will be a longitudinal follow-up on targeted students at Los Angeles Harbor College, Trade Technical College, and Mission College. Although the research is in an early phase, these are some preliminary findings: (1) student retention improved by 15 percent between Fall 1982 and Spring 1983; (2) enrollment in English composition classes at all levels has increased, and students are taking these requirements earlier; (3) enrollment in intermediate algebra classes has increased; (4) students are dropping fewer classes; (5) students are using campus support services in greater numbers; and (6) the range of abilities in individual classes has been reduced so that instructors can teach to students more homogeneous in ability.

Student performance on the tests over three semesters indicates readiness for English composition classes as follows:

20 percent - ready for English 1, college level composition;
41 percent - ready for English 28, not considered remedial, but in need of more practice in reading and/or writing;
33 percent - ready for English 21, a remedial composition class; and
6 percent - must begin at English 33, a basic vocabulary class before progressing to English 21.

FORD FOUNDATION URBAN TRANSFER PROJECT

Los Angeles Harbor College is one of 24 urban public community colleges nationwide to receive a Ford Foundation grant to improve the rate of transfer of its students, with special emphasis on minority students. The program is described in Appendix A on pages 137-140. It has the following components:

1. Establishing a "transfer pool" made up of all students who have a grade point average of 2.3 or better and who have completed 30 or more units, even though they may not have indicated they plan to transfer.

2. Monitoring of academic progress and advising students by letter or phone of activities in which they are expected to participate, such as counseling and group academic advising for transfer students (page 45), and completing the Transfer Student Checklist (page 46).

3. In consortium with the University of California, Irvine, developing a microcomputer system to provide transfer and course equivalency information and announcements of important dates, and contact persons. The system will result in a microcomputer or terminals in the Harbor College Counseling Center dedicated to student use in gaining up-to-date information about policies and majors at Irvine. After pilot testing at Harbor College in the Summer or Fall of 1984, we plan to replicate the system at California State, Long Beach and Dominguez Hills. In the final phase, we plan to make the system available to other Community Colleges in the Los Angeles District and surrounding areas.

ISSUES OF CONCERN

A major deterrent to transfer, in my opinion, has been the inability to plan institutional objectives and the Community College curriculum due to uncertain funding over many years. Planning cannot take place in the absence of reasonable expectations about funding.

GROUP ACADEMIC ADVISING FOR TRANSFER STUDENTS

Group advising for students who plan to transfer to a four-year college or university, is offered by the counseling staff in the following schedule. All groups held in LRC 125.

Wednesday 12 noon-1 p.m.	Thursday 6-7 p.m.	MAJORS
October 5	October 6	**UNDECIDED MAJORS**
October 12	October 13	**BEHAVIORAL AND SOCIAL SCIENCES** Anthropology Psychology Sociology Social Welfare Economics Administration of Justice Geography History Social Sciences Political Sciences Fire Science
October 19	October 20	**BIOLOGICAL AND HEALTH SCIENCES** Biology Botany Microbiology Zoology Pre-Dental Pre-Medical Pre-Veterinary Nursing Speech Pathology & Audiology
October 26	October 27	**BUSINESS** Accounting Finance Information Systems Insurance Management Marketing
November 2	November 3	**ENGINEERING, MATHEMATICS AND COMPUTER SCIENCE** Aerospace Civil Electrical Electronics Mechanical Mathematics Computer Sciences
November 9	November 10	**ENGLISH AND COMMUNICATION ARTS** English Telecommunication & Film Journalism Foreign Language
November 16	November 17	**FINE ARTS** Art Music
November 30	December 1	**HOME ECONOMICS AND EDUCATION** Child Development Food & Nutrition Home Economics Liberal Studies Elementary Education Secondary Education
December 7	December 8	**PHYSICAL EDUCATION AND RECREATION** Physical Education Recreation
December 14	December 15	**PHYSICAL SCIENCES** Astronomy Chemistry Geology Physical Sciences Physics

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LAHC "Passport To Excellence"

FORD FOUNDATION TRANSFER PROJECT

TRANSFER STUDENTS CHECKLIST

After you have selected a four-year college or university that offers a degree in your major, you need to follow various steps in applying for admission. This checklist is for your information and will be a helpful reference during the application process.

APPLICATION — COMPLETED

1. Complete and file application before priority deadline (ask for deadlines at the Information Desk or Admissions Office). ☐
2. Send application fee along with application. ☐
3. Have college transcripts (and high school transcripts, if necessary) sent to the school of application. ☐
4. Send copy of ACT or SAT scores along with application if less than 56 semester units are completed. ☐

* 5. Obtain a letter of recommendation from a counselor, instructor, or employer. ☐

* 6. Write a personal essay or autobiography. ☐

* 7. Make an appointment for your audition (Dance, Music, Theater Arts majors). ☐

* 8. Have your portfolio ready for submission (Architecture, Design, Art Majors). ☐

* SPECIAL ADMISSION PROGRAMS AND SOME UNDERGRADUATE PROGRAMS MAY REQUIRE ADDITIONAL MATERIALS OR PROCEDURES

FINANCIAL AID

1. Indicate your need for financial assistance or special admission by checking (✓) the appropriate section. APPLY EARLY!!! ☐
2. Apply for grants, loans and scholarships for the academic year. ☐
3. Send applicable fees along with the Financial Aid Forms. ☐
4. Be prepared to submit copies of your income information (i.e., 1040, 1040A, Social Security verification, etc.) to the Financial Aid office. ☐

HOUSING

1. Indicate your interest in on-campus or off-campus housing by checking (✓) the appropriate section of the application. ☐
2. Contact the housing office to find our what type of housing is available on and off campus. If there is a "waiting list" or a separate application for housing, APPLY EARLY!!! ☐

ADDITIONAL SUGGESTIONS

1. Purchase the college/university catalog AND READ IT!
2. Attend a campus tour and orientation session.
3. Discuss and plan your curriculum with the department advisor.
4. Keep photocopies of all applications and forms that you submit to the college/university; you may need them for later use.

Los Angeles Harbor College 1111 Figueroa Place Wilmington, California 90744 (213) 518-1000

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Second, transfer rates must be looked at in the context of declining enrollments rather than as drops in raw numbers. As enrollments have declined, the percentage of students transferring has remained fairly constant. The decline in transfers has coincided with funding reductions and uncertainties and with drastic reductions in counseling and other support services.

Third, while transfer remains the goal of a large number of students, many students are not prepared to make the sacrifices required to transfer. Better than 50 percent of Harbor College students hold a full-time job and will take five or more years to complete their coursework prior to transfer and another five years to complete work for their bachelor's degree. It is an unusual student who can pursue this goal while working and meeting the obligations of adulthood. Having taken ten years to complete a bachelor's degree while working full time, I can assure you it is not easy.

Fourth and finally, four-year colleges are still designed largely for full-time day students, while 75 percent of students in the Los Angeles Community College District take less than 12 units a term and 42 percent of them attend classes exclusively during evening hours. The so-called nontraditional students entering Community Colleges in large numbers often must make personal changes in their lives in order to transfer. As many as 42 percent of the students in the Los Angeles District could be affected by this lack of fit in their schedule of classes.

JANIS COX COFFEY

Director of Education and Planning, Los Rios Community College District

The Los Rios Community College District is located in the Sacramento Valley and includes three main campuses: American River College, Sacramento City College, and Cosumnes River College. With an enrollment of almost 40,000 credit students, Los Rios is the third largest Community College district in California in terms of credit enrollments. With an urban, a suburban, and a rural college, Los Rios is often considered as one of the more representative districts in the State.

RESEARCH AND DECISION MAKING IN THE LOS RIOS COMMUNITY COLLEGE DISTRICT

For a number of years, Los Rios has placed a major emphasis on planning and research at both the campus and district level. Our research is centered around a student flow model that is intended to answer such questions as:

- What is our community like and who are our potential students?
- Who are our enrolled students? Do they differ by college? Do they reflect the community at large?
- What kinds of preparation do our students bring to our institutions? Are they prepared for our college-level classes or do they need remediation?
- What are the goals and objectives of our students and do they differ by age, sex, ethnicity, work status, or economic level?
- How well are we meeting our students' needs? Is what we're doing working and how do we know?
- What happens to our students once they leave? Are they successful as transfers to four-year institutions? In finding jobs? In improving their skills and potential if currently employed?
- Finally, how can we improve what we're doing?

The district's research, as it seeks to answer these questions, becomes a crucial part of our planning/implementation/evaluation process. What we learn from our studies is fed back into the campus and district program-evaluation processes and becomes part of our information base for future decision making. Gathering information and analyzing the trends helps us to anticipate issues and develop policy alternatives for our Board of Trustees.

STUDENTS IN LOS RIOS: IMPLICATIONS FOR POLICY

Recently, we completed a major demographics study (Coffey, 1984) that told us some important things about our students and our college and district service areas. We know that:

- Half our students (49.7 percent) are in the "traditional" college age group of 18-24 year olds; the other half are in older age groups.
- A majority of our students are women (55.5 percent) and a high proportion are ethnic minorities (35.5 percent), as compared to 51.8 percent and 22.4 percent, respectively, for our service area population.
- The percentage of students taking the full-time credit load of 12 units is 28 percent and has declined over time; the percentage taking the lightest load (1-5.9 units) has increased and is now 37 percent.
- The majority of entering students have completed less than 60 units of college work, but 21.5 percent have completed more than 60 units or hold A.A., B.A., or higher degrees.

These shifts in the demographics of our students and our community have resulted in planning different types of programs to meet the needs of our various types of students.

From our study on The Reverse Transfer Students (Renkiewicz, Mitchell, et.al.) we have learned that:

- First-time students comprise 55 percent of our student population, and while half of these students are likely to aspire to transfer, the other half have vocational and other goals.
- Full-time students are being replaced by part-time students who may have similar aspirations for transfer but will take longer than two years to complete their freshman and sophomore years of college, and probably will take longer to complete a baccalaureate degree.
- Over 70 percent of all students reported they were employed while attending the Community College, including 69.6 percent of the first-time students.

From a policy standpoint, we believe that any studies of Community College transfer must take these factors into account in determining the pool of potential transfers among our students.

A further examination of the 10,196 students in The Reverse Transfer Student study data base (Mitchell, 1984) used factor analysis to determine students' reasons for attending a Community College and revealed that:

- For four of the five subgroups of students, factors related to job skills upgrading or retraining were first or second in importance.

- Transfer preparation, in combination with other reasons, was one of the least important factors for all five groups, including the first-time students.

- Basic skills and/or job-related training combined with personal growth reasons were an important factor in attendance for both the lateral transfer and the first-time students.

We believe that such an analysis of why our students enter our colleges and what they expect to accomplish is an important part of understanding the variety of student groups we serve and how to plan programs that can assist each group in meeting its objectives.

The recently published Follow-Up of Occupational Education Students (Lee, 1984) has caused a considerable stir statewide and in the Legislature due to its findings. The study surveyed 2,700 former Los Rios students who had been enrolled during Fall 1981 or Spring 1982 in a course or courses designated as occupational and who had not reenrolled at the same college in Fall 1982. Two groups were studied -- those who had completed an associate degree or certificate, and those who received no award (non-returning students). Some of the findings showed that:

- Approximately 60 percent of respondents (58 percent of the graduates and 65 percent of the non-returning students) had enrolled primarily to acquire or improve job skills.

- Although these were "occupational" students, university transfer was listed as their primary objective by more than 30 percent of the graduates and 16 percent of the non-returning students.

- Among respondents who were attending college at the time of the survey (almost 40 percent of the graduates and more than 30 percent of the non-returning students), 55 percent had transferred to the State University and 3.5 percent to the University of California, while 29 percent were enrolled in another Los Rios college.

- Even among those students who did not receive a degree or certificate, 90 percent reported they had fully or partially completed their educational objective.

- Among respondents who were employed at the time of the survey (73 percent of the graduates and almost 79 percent of the non-returning students), almost 80 percent reported that courses completed in their occupational area had helped them either to obtain their job or to perform or advance on the job, and 76.4 percent said they would recommend the courses they had taken to others similarly employed.

A number of legislators have commented upon reading the study's findings that their image of the non-returning student as a "drop out" had been changed to that of a "drop in," since many of these students were likely to be employed almost full time while attending college, took courses related to their current occupations that enhanced their skills on the job, and then left having completed their objective. These students often continue in this pattern, taking courses that will help them to perform or advance on the job whenever necessary. The legislators also noted that a considerable percentage of these "occupational" students had in fact transferred to a four-year institution, which is not what many people expect of vocational students. We are continuing the follow-up study of our occupational students this year and will continue to analyze the relationship of vocational education to the transfer function.

From a policy standpoint, we believe that a Statewide follow-up study of occupational students might indicate that simply because a student has a primarily vocational objective when attending a Community College does not necessarily mean that the student will not transfer. In fact, some of our vocational students -- particularly those in the high-tech areas -- may well become some of our most successful transfer students at the University, the State University, or in independent institutions.

A MODEL TRANSFER STUDY

In addition to following up on our occupational students, the Los Rios District has embarked this year on a cooperative study of transfer students with the University of California, Davis, (UCD) and the California State University, Sacramento (CSUS). This pilot study will analyze both the quantitative and qualitative aspects of our transfer students and then be redesigned for use in other Community Colleges and universities within the State. The major study questions involve patterns of enrollment, transfer, and academic performance of students who transfer from the Los Rios colleges to UCD and CSUS. These questions include:

- How do UCD and CSUS define students' source schools, and what effect, if any, do these definitions have on the enumeration of transfer students?

- Do Community College students who transfer to UCD or CSUS as juniors complete their first two years at one college or a variety of colleges?

- Were these Community College transfers generally part-time or full-time students while they were enrolled at the Community College? How long has it taken them to become juniors? Is time to degree related to academic performance? Are part-time Community College students more or less successful than full-time students after they transfer to UCD or CSUS?

- How does academic performance of Community College transfers at UCD or CSUS compare to that of comparable native students?

- Are most transfer students eligible for University or State University admission from high school, or are most made eligible through Community College attendance? How many are special admits?

- What are the factors related to the success of Community College transfer students?

We believe that this type of transfer student study holds the key to understanding the transfer phenomenon and strengthening the transfer function. Two sets of specific recommendations that have Statewide policy implications will be formulated: (1) one for strengthening the transfer student's chance for success (which may apply to the Community Colleges or the universities); and (2) one concerning data collection and analysis of academic performance of transfer students. We look forward to sharing our findings from this cooperative, intersegmental study.

PROGRAMS THAT WORK

Beside doing research that analyzes who our students are and how well both we and they are doing, the Los Rios District has developed several programs tnat are viewed as models in California for identifying and assisting potential transfer students.

Transfer Opportunity Program

The Transfer Opportunity Program (TOP) is designed to assist students in each of the three Los Rios colleges who want to continue their education at the University of California, Davis. Students who participate in TOP and who meet the UCD entrance requirements will be offered admission in most majors, have their transcripts evaluated early, and be given early notification of admission. Participation in TOP is open to all students who currently attend or plan to attend a Los Rios college and want to transfer to UCD. Minority, low-income, and disabled students are particularly encouraged to take advantage of the program. Linda Case, a transfer adviser from UCD (half of whose salary is paid by Los Rios) spends her time at each of the three Los Rios colleges providing encouragement and information on admissions, academic programs, financial aid, extracurricular activities, and housing.

Since TOP was instituted last year, we have had a 9.2 percent increase in total applications to UCD and a 7.8 percent increase in Student Affirmative Action applications over the Fall 1983 quarter. Before TOP, many students were redirected from UCD, particularly in impacted majors like engineering and the biological sciences. Students are now gaining admission to these majors more frequently due to TOP and its advising. An evaluation component is included in the project, and the data will be used to improve the services of TOP both from the Los Rios side and the UCD side. We feel this is an exciting project that shows what can be done when the University and the Community Colleges work together in the interest of transfer students.

Minority Transition Program

In addition, Sacramento City College has recently received a major grant from the Ford Foundation's Urban Community College Transfer Opportunities Program to increase the number of "nontraditional" students transferring to UCD and CSUS. "Putting It All Together -- a Minority Transition Program" features:

- Early identification of potentially successful transfer candidates;

- In-depth assessment testing and counseling to help students build their self-image and develop goals;

- Experiences designed to increase students' knowledge of transfer opportunities and their ability to succeed at a four-year college; and

- Experiences designed to acquaint students with the personnel and programs of neighboring four-year colleges.

In developing this program, Sacramento City College identified a number of factors that contributed to the decline in their number of transfer students. These factors included: (1) the shift to older, typically part-time students who must work while attending college, a high proportion of whom are minorities; (2) student's poor self-image and lack of specific goals; (3) lack of basic skills in those with the ability to succeed; (4) lack of information on financial aid and an inability to manage both work and college responsibilities; and (5) the need for diagnostic testing to define the student's areas of academic strength and weakness.

Once these negative factors were identified, the college designed the Minority Transition Program to overcome students' problems and provide opportunities for successful transfer. The project identifies over 100 "nontraditional" students who have transfer potential; assesses each student's academic ability through administration and interpretation of diagnostic tests; develops an individual plan with each student to define, implement, and refine educational goals; and provides in-depth counseling, support, and information to facilitate the transfer process. The program also includes an evaluation component that examines the transfer success of identified students as compared to a matched group of students who have not participated in the program. Since the program has just begun, we have no statistics yet to share, but we would be pleased to share them as soon as they are available.

Both the Transfer Opportunity Program and the Minority Transition Program make considerable use of the extensive assessment and placement programs that are in place in each Los Rios campus. The Los Rios District has been a leader in learning assessment and placement and was the district that pioneered the Learning, Assessment, Retention Consortium (LARC) in California. LARC now includes five regional consortia with more than 60 participating colleges. Evaluation of assessment/placement and its effects on student success is underway not only in our district but in many of the districts now involved in LARC. Four other western states are discussing adopting the LARC model for use in their own community colleges.

THE TASK AHEAD

While student demographics and interests change, the transfer function is clearly one of the Community Colleges' primary missions, and we must continue to do research that helps us better identify the pool of potential transfer students and design programs that lead not only to increased numbers of transfers but to their actual success in completing a baccalaureate or higher degree. We hope that the research we have undertaken in the Los Rios District contributes to a better understanding of the transfer function, and we look forward to even more opportunities to work with Commission staff in the design and conduct of studies on this function.

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Mitchell, Grace N. The Reverse Transfer, Lateral Transfer, and First-Time Community College Student: A Comparative Study. Sacramento: American River College, Los Rios Community College District, February 1984.

Renkiewicz, Nancy, and others. The Reverse Transfer Student: An Emerging Population. Sacramento: Los Rios Community College District, September 1983.

WHAT ARE THE BENEFITS OF TOP?

- *Individual advising on UCD admissions, financial aid, and housing.*
- *Detailed information and assistance on transfer requirements and UCD's 80 majors.*
- *Transcript evaluation.*
- *Early notification of admission.*
- *Easy transition from Los Rios to UCD through completion of lower-division courses that are comparable to those at UCD.*
- *Guided tours of the UCD campus and special seminars on campus life and career opportunities.*

TRANSFER OPPORTUNITY PROGRAM

TOP

Contact
the Counseling Center at your
Los Rios College for further
information:

American River—484-8373

ARC Placerville—988-2359

Cosumnes River—423-1198
ext 316

Sacramento City—449-7204

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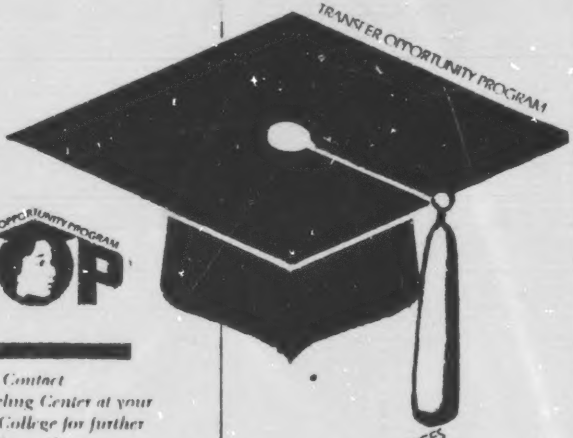


LOS RIOS COMMUNITY COLLEGES
UNIVERSITY OF CALIFORNIA, DAVIS

Partners in Higher Education

TOP

LOS RIOS COMMUNITY COLLEGES
UNIVERSITY OF CALIFORNIA, DAVIS

Working together to help you reach the TOP.

THE TRANSFER OPPORTUNITY PROGRAM...

is a combined effort by UC Davis and American River, Cosumnes River, and Sacramento City colleges to ease the transition from Los Rios to UCD.

Students who participate in TOP and who meet University of California entrance requirements will be offered admission in most majors.

ON THE LOS RIOS COLLEGE CAMPUSES...

a transfer adviser from UC Davis will work with you and your counselor to provide information on admissions...academic programs... financial aid...extracurricular activities ...and housing.

PARTICIPATION IS OPEN

to all students who currently attend or who plan to attend, a Los Rios community college and want to transfer to UC Davis.

Minority, low-income and disabled students are particularly encouraged to take advantage of our service.

The next step is up to you. Consult our list of contacts and get in touch today!

BEST COPY AVAILABLE

Are you among the underrepresented students in higher education?

Have you considered transferring to a four-year university or college?

Are you unsure of your transfer eligibility?

Would you like personalized assistance in preparing to transfer?

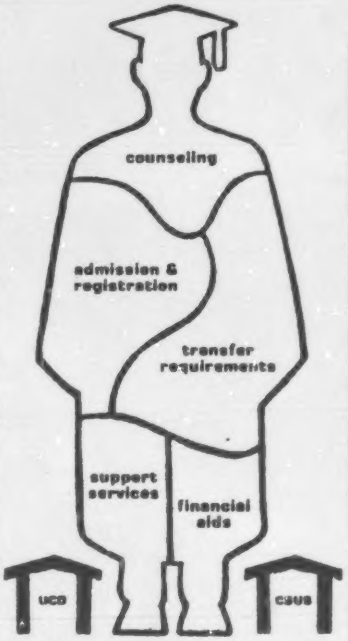
PUT IT ALL TOGETHER!

This program is designed to increase access to higher education for the underrepresented, "non-traditional" student.

We can assist you with the questions listed above, and provide information that will lead to transfer. To ease your transition to the university, we can help with: admission and registration information; transcript evaluation; early notification of admission; help in planning your courses; financial aids information and eligibility determination; personal contact with key people at the universities; workshops on transfer strategies, and MORE!

Ask your counselor if you are eligible for this program.

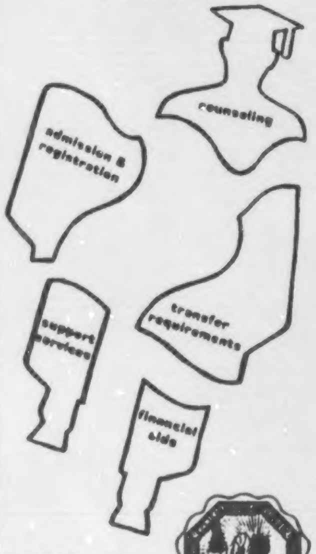
A
FORD FOUNDATION
PROJECT


counseling
admission & registration
transfer requirements
support services
financial aids
UCD
CSUS

Sacramento City College
Los Rios Community College District
Ford Foundation Urban Community College
Transfer Opportunities Program 1983-84

PUTTING IT ALL TOGETHER

A Minority Transition Program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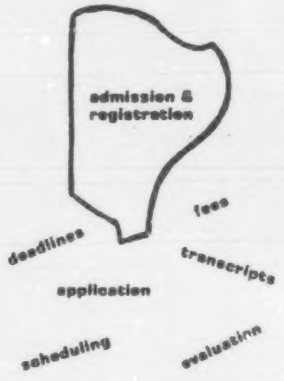
SACRAMENTO
CITY COLLEGE

Sacramento City College
Los Rios Community College District
Ford Foundation Urban Community College
Transfer Opportunities Program 1983-84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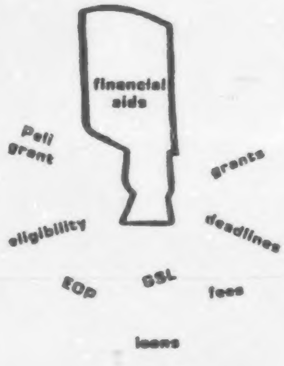
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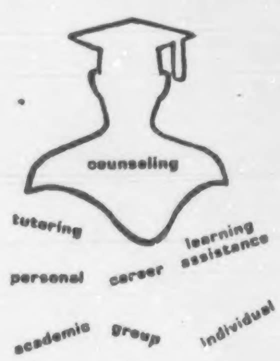
EOP
GSL
fees
loans

transfer requirements

Transfer requirements can be confusing.

The goal of this program is to explain, clarify, and assist, so that your transfer from Sacramento City College to a four-year university will be smoother. As part of this program, you will get:

- information on required transfer courses
- transcript evaluation
- early notification of admission
- personal advising on financial aids application and eligibility
- individual counseling to ensure lower division course completion
- guided tours of the university campus
- assistance with housing arrangements
- contacts at the university to help you after you transfer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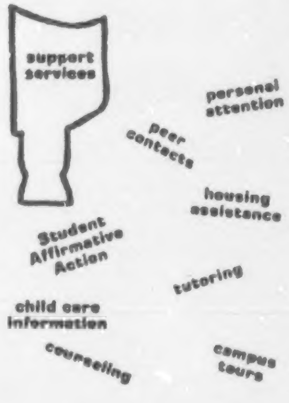
support services
personal attention
peer contacts
housing assistance
Student Affirmative Action
tutoring
child care information
counseling
campus tours

BEST COPY AVAIL

JOHN ERICKSON

EOPS Director, Palomar College

The TRANS-SEND Project at Palomar College was dedicated to identifying and finding ways to overcome barriers to successful transition from Community College programs for EOPS students. Based on our experience, the following factors need to be considered in developing approaches to inter-institutional agreements and activities for the transfer process:

- The Social and Cultural Environment of the Target Student Population: A multitude of cultural and economic factors preclude transfer from Community Colleges to four-year institutions for many members of underrepresented minorities. As things are, Community Colleges are accessible and attractive to these students. Four-year institutions are not. Because of this, many of these students are unwilling or unable to leave the Community College environment to go on to other institutions. While we have been effective in working with these factors on an individual basis with one-to-one counseling, the real solution to this barrier falls beyond the scope of a special project. It may even be too large to be addressed effectively by EOPS alone as a single, Statewide program.

- Institutionally Biased Perspectives: In each segment and each institution, highest priorities are given to institution-specific operations, problems, and programs, thus relegating intersegmental involvement and cooperation to a lower priority. Since no specific charge for intersegmental cooperation has been given to my segment, none has been assumed. Each institution has tended to follow a self-serving course in developing programs and transfer procedures with little regard for articulation with the other institutions involved with the process; or, even worse, with little concern for the success of students involved in the process. This is not intentional on the part of any institution and stems from an intersegmental ignorance of how the other segments really work and view the transfer process. Consequently, outreach staff from four-year institutions simply do not know what to do to work more effectively with Community Colleges in the transfer process, and, heretofore, Community Colleges have not assumed the leadership in showing them how it can be done. This has hindered effective communication among the segments and has led to related problems.

- Individual and Personal Barriers: Many of these individual barriers are overcome successfully through individualized counseling. However, it should be noted that EOPS students at Community Colleges are plagued by individual and personal barriers which tend to restrict their rate of successful transfer. Traditional transfer-bound students are not affected to the same degree as EOPS students, so, the transfer rates among these two groups may continue to be different.

NOTE: This material is adapted from a report on the TRANS-SEND Project to the Chancellor's Office of the California Community Colleges and expands the author's testimony to the Ad Hoc Committee.

- Intersegmental Communication Regarding Transfer Students: Heretofore, four-year schools have had no formally structured dialogue regarding the transfer process for EOPS students from the Community Colleges. Consequently, there had been no fruitful discussion of the role each institution could and should play in that process. Recruitment activities have been largely limited to "head hunting" activities at the Community Colleges, with little structured articulation with EOPS program activities outside of arranging recruitment meetings with EOPS students. This recruitment format may, in itself, represent a barrier to improving the transfer/transition process for EOPS students for the following reasons:

  1. It has created the illusion that this effort is sufficient and that the results of this passive approach are all that the four-year institutions can expect from Community Colleges;

  2. EOPS personnel (and other Community College staff as well) have been led to believe that this is all that can be expected from the four-year institutions in promoting Community College transfer to their schools; and

  3. The above assumptions have tended to prevent the development of necessary linkages among EOP/SAA and EOPS which would have served to increase the transfer rate among underrepresented minorities.

  What is needed to rectify this situation is to initiate a process to define and clarify the roles each segment can and should play in developing the potential for transfer of the EOPS student population. This should be a focus for any future transition/transfer special projects.

There are probably several ways that the three segments in public higher education can work together. In our region, two basic approaches to intersegmental agreements in the context of special projects development have been attempted:

1. Establishment of formal agreements prior to initiating project activities, leading to the development of formal and informal activities supporting the formal agreement -- the "formal consortial" approach -- and

2. Using existing structures, initiation of formal and informal activities for testing and validating existing and new procedures leading to formal agreements and arrangements to improve the process at hand -- the "coordinating committee task force" approach.

Through my experience with the formal consortial approach in our region, I observed that this was not an effective mechanism for developing and implementing short-term special projects dealing with such a complex issue as the transfer/transition process. The assumption made in entering into formal, inter-institutional agreements is that the basic processes leading up to the agreement have been worked out previously. This has not been the case here. My observation is that the formal apparatus required to maintain a formal consortial arrangement -- formally structured meetings, protocol of procedures, and the like -- is cumbersome and has served as a barrier in its own right to the success of project activity.

The organizational approach we pursued with the TRANS-SEND Project was basically a task force approach. We agreed with representatives of San Diego State University and the University of California, San Diego, to work cooperatively at examining our roles in the transfer process, in a task-oriented format, before attempting to set in place any formal agreements affecting the process. Through meetings called with our Coordinating Committee members on an "as needed" basis, we communicated and focused on specific issues to improve the process. This organizational arrangement proved to be effective for our TRANS-SEND Project for the following reasons:

1. We allowed ourselves flexibility on operations to explore arrangements and effective program activities related to students in the transfer process.

2. In a relaxed and non-threatening atmosphere, we were able to engage in an open and honest dialogue with our colleagues from the four-year institutions on the plight of students wanting or needing to transfer, and our mutual, institutional problems encountered in dealing with the process.

3. This led to the development of informal, intersegmental group meetings, which led to the identification of the special needs of our students and promoted intersegmental approaches to solutions.

4. These dialogues led to the development of two special committees: (1) The Learning Circle (an intersegmental ad hoc committee formed to promote educational opportunities for American Indians) and (2) the UCCCTF (University of California and Community College Transition Forum). These groups provide a forum where issues, needs, and solutions are developed and take substance.

As a result of the interaction and dialogue with the participating four-year institutions involved in this project, we are developing a model format for role definition and activities for specific intersegmental cooperation to improve the transfer/transition for EOPS students. To be included in this format will be provisions for formal inter-institutional and intersegmental agreements to carry out these roles.

In conclusion, we at Palomar College are pleased to have been involved with the development of a Transition Project at our college. It gave us a chance to examine a broad spectrum of factors influencing a total representation of transition-ready EOPS students and demonstrate that efforts focused on transition can be effective with a larger, typical EOPS student population. I am also pleased with the enthusiastic cooperation and support we received from San Diego State University and the University of California at San Diego. But from my perspective, effective transition and transfer will require more than special projects undertaken by EOPS staff. The problems of transition and transfer are institution-wide, and require institution-wide action for their solution.

JOSUÉ HOYOS

Director, Special Programs and Services, College of San Mateo

If one were to believe newspaper accounts regarding the "transfer issue," the University of California and the California Community Colleges are pitted against one another. Too often, summaries of problems as reported by the media are not necessarily accurate or complete. Nonetheless, the "transfer issue" is a significant one, with major implications for both the University and the Community Colleges.

From my perspective at the College of San Mateo, I can report that our relationship with the University of California, Berkeley, has continued to develop positively over the last several years. Its Office of School Relations has been responsive to our needs and requests. We have worked closely with the staff of its Learning Center in developing the Cal Prep Program for minority and women students who are potential University transfer students. We have also enjoyed the cooperation of the Relations with Schools staff at Davis. However, from my perspective as a school relations officer who deals with students, counselors, and faculty members on questions of transferability, several issues of major importance need to be addressed.

1. Many Community College students must wait until late in the summer for notification of their acceptance to the University. Those who apply to other institutions, often receiving earlier notification of their acceptance before hearing from the University, may forego the opportunity to attend the University. We don't know the number of students affected by this timing problem, but it clearly reduces the University's number of Community College transfer students.

   What makes late notification by the University especially difficult for transfer students is that its Housing Office will not authorize housing for them until they have been admitted. At campuses such as Berkeley and UCLA, where housing is extremely scarce, late admittance creates a tremendous burden on students who need housing in order to attend.

2. The perception exists that the University processes applications of high school seniors before those of Community College applicants. We feel that Community College transfers should have priority. They have already taken two years of college work and, if eligible for admission to the University, should be accepted first. This is especially true for Community College transfer students who were eligible for admission to the University from high school but who chose to attend a Community College first. These students should be given higher priority and considered separately.

3. Community College transfer students with high grade-point averages and admissible by University standards are denied admission at the college or department levels of the University. We are well aware of University programs that are impacted, but even programs that are not impacted deny admittance to qualified students. This selection process needs to be clarified. What is the role of both the University and the colleges or

department in transfer admissions? What is the process that should be known to the Community Colleges?

At a conference for Community Colleges hosted by Berkeley, we were told that University faculty perceive that Community College transfer students are not adequately prepared. The University's own research, however, indicates that these students are well prepared. This is a problem that needs to be worked out at the University because it seriously affects the number of transfer students being accepted by the University.

4. At the same conference, we were told that the University over enrolled a large number of freshmen last year. This will obviously have a negative impact on the number of transfer students accepted. When this happened, the seriousness of the transfer problem was already an issue. How is this being prevented from happening again?

5. Requirements that evolve from departments, colleges, or schools of the University must be articulated to the Community Colleges before they are implemented in order to give the Community Colleges lead time to incorporate them in their curriculum. For example, Berkeley's College of Letters and Science increased its requirements of English 1A and 1B this year. Few Community Colleges knew of this increase. Those who did know had to change their English 1A and 1B curriculum requirements or add a course to meet the increase. Such changes that take time for implementation pose a hardship for many Community College students, as borne out in the Commission's report, Update of Community College Transfer Student Statistics, Fall 1983. One of the points it makes is that some Community Colleges do not have the resources to expand their offerings. Additional requirements may have a serious impact on students wishing to transfer from such colleges.

In sum, since the "transfer issue" has been spotlighted throughout the State, the University and the Community Colleges have been working together toward a solution. The Community College Council of the Berkeley campus is an example, whereby representatives of both systems are working to identify problems and help find solutions. The conference hosted at Berkeley for Community College counselors and faculty is another example of this cooperation. But more such cooperation is needed in order to solve specific problems such as those listed here.

KURT LAURIDSEN

Chair, Community College Council, and Director,
Student Learning Center, University of California, Berkeley

The University of California, Berkeley, is committed to a vital partnership with California's Community Colleges which will increase the number of successful transfer students on the Berkeley campus. Strengthening the transfer function presents a significant challenge to both segments of higher education. The number of Community College transfers to the University of California declined 40 percent from 1975 to 1981. For Berkeley, this decline was 30 percent. Only 2.6 percent of Community College students in California transferred to the California State University or the University of California in the fall of 1981. A variety of reasons has been suggested for this development, including:

- The changing nature of the Community College student population since the late 1960s. More older, highly educated, and part-time students are now enrolled. In the Peralta District, for example, almost half the students are 30 or older, about one-fifth have earned at least B.A. degrees, and only 20 percent are full-time students. The Peralta District's overall transfer rate of 1.4 percent rises to 8.4 percent when computed on the basis of full-time students.

- The changing goals of Community College students. Recent studies of entering Community College students have found that a significant proportion intend to transfer to four-year institutions but that many change their plans and drop out to enter the job market.

- The limitations on the enrollment capacity of California's public universities. On the Berkeley campus, Community College transfers interested in enrolling in oversubscribed majors must compete with students admitted to Berkeley as freshmen and with students transferring from other University and State University campuses.

A major effort to solve these problems and achieve an increase in the number of Community College students transferring to the Berkeley campus will benefit both segments. Several assumptions underlie the value of such a change for the University:

- First, the Master Plan for California Higher Education, which calls for the Community Colleges to serve as a primary means of transfer to the University system, remains an appropriate statement of the relationships among and the responsibilities of the various segments of public higher education concerning access to the teaching and research resources of the University.

- Second, the experience and expertise of the Community Colleges in bridging the gap between the actual level of preparation of high school students and the University's entry-level expectations makes them essential partners in remediating student deficiencies. This significant contribution to the academic excellence of the University is reinforced by a recent study which shows that Community College student persistence at Berkeley in

1980 and 1981 compares favorably with students transferring from the State University and independent colleges. Eighty-two percent of the 1980 Community College students sampled and 88 percent of the 1981 students were still enrolled after four quarters. The first-year GPAs of these transfer students were equivalent to the mean GPAs for all persisting sophomore and junior transfers from all sources. This performance is all the more impressive in light of the high proportion of Community College students, compared to transfer students from other segments, who are disadvantaged, ineligible for the University from high school, or admitted by special action.

- Third, the Berkeley campus should increase the enrollment of women and minority students by drawing upon the large number of such students who attend Community Colleges.
- And fourth, an increase in the number of Community College transfer students admitted at the junior level will help to balance the number of lower and upper division students. Further, new upper division students graduate at higher rates than freshmen and do not require as many costly services.

BERKELEY ACTIVITIES REGARDING TRANSFER

To address the transfer issue in general, the Berkeley campus has:

- Developed a Community College Council composed of representatives from responsible campus units, schools, colleges, and local Community Colleges (its members are listed on page below). This group has responsibility for implementing activities in cooperation with the Community Colleges, reinforcing communications, developing a Five-Year Plan for cooperation between Berkeley and the Community Colleges, and making recommendations to improve the transfer function.
- Instituted a yearly conference to address mutual concerns regarding the transfer function and to exchange information with the Community Colleges about course articulation, academic and special programs, admissions, and enrollment matters.

The Berkeley campus will:

- Provide information to Community College instructional and student services officers through the Berkeley publication, Bear Facts, and the Systemwide publication, Cal Notes.
- Conduct, in cooperation with several Community Colleges, a survey of attitudes and expectations about transfer held by students who are currently enrolled in two-year institutions and a survey of the needs and attitudes of students who have already transferred to the University.

- Provide videotapes describing academic programs and student life at Berkeley and, in cooperation with Community Colleges, prepare specific informational materials which illustrate administrative and program requirements for Community College transfers.

Regarding the identification and recruitment of Community College transfer students, the Berkeley campus has:

- Developed CAL Prep programs in cooperation with several Community Colleges to identify potential applicants from underrepresented minority groups and to bring together faculty and staff from both segments to provide diagnostic testing and advice about course equivalencies, admissions, financial aid, and enrollment.

- Worked with the Community Colleges on the Cross-Registration Program which allows students to sample Berkeley courses and gain experience at the University while completing their requirements for transfer at two-year institutions.

The Berkeley campus will:

- Develop with the Community Colleges a tracking system using the SUGARR Pre-Applicant Subsystem and other systems as appropriate to monitor the progress of priority students who are:

    (1) freshman applicants deferred to Community Colleges to make up deficiencies;
    (2) students enrolled in the CAL Prep or Cross-Registration Program;
    (3) students qualified for University admission but attending Community Colleges; and
    (4) former participants in such outreach programs as MESA, Upward Bound, Partnership, and Cal-SOAP who presently are attending Community Colleges.

- Develop a tracking system to report to Community Colleges about the retention and GPAs of their students who have transferred to Berkeley and to provide information to appropriate University services for intervention when needed.

- Involve Berkeley departments and colleges in reviewing articulation agreements and in providing timely and specific course information, perhaps by computer, for local Community Colleges.

- Expand the Community College-University Days to Community Colleges in Berkeley's service area and arrange for additional campus visits that include presentations by transfer students from Berkeley as well as faculty, deans, and staff.

- Conduct demonstration sessions whereby Berkeley will broadcast over its instructional TV channels selected lectures, seminars, and group presentations targeted towards Community College students enrolled in CAL Prep and concurrent enrollment programs. These telecasts might be viewed live by students located at selected Community Colleges.

- Strengthen recruitment efforts aimed toward underrepresented minorities by involving the Task Force on Recruitment, Enrollment, and Retention to supplement existing efforts and introduce new activities.

Regarding the admission and enrollment of Community College transfer students, the Berkeley campus has:

- Developed an experimental Transfer Student Summer Institute which provides instruction and orientation for Community College transfer students to assist them in making a successful transition to the University.

The Berkeley campus will:

- Give highest priority among new admissions to qualified transfers from California Community Colleges who have completed two years (56 semester units) of transferable academic work. Specifically, Community College transfers will be given priority over four-year college transfers. Only students enrolled in the University and eligible to continue and intercampus transfers will receive higher priority for admission.
- Review its current enrollment targets and examine through the Deans Advisory Group to the Vice Chancellor, Undergraduate Affairs, practices relating to the admission of Community College transfer students.
- Accelerate the admission and review process through the Office of Admissions and Records and the colleges so that high priority Community College applicants are processed immediately after high priority high school applicants.
- Explore a provisional admissions process for well-qualified students.
- Evaluate the Transfer Student Summer Institute and investigate new activities such as a Transfer Student Cluster Program to improve the performance and persistence of Community College students at Berkeley.

CONCLUSION

Members of the Community College Council recognize that the challenges discussed in this paper are formidable. The benefits to be gained from cooperation between the Community Colleges and the University outweigh these obstacles. The activities outlined above offer a significant beginning to improving the transfer function.

MEMBERS OF THE COMMUNITY COLLEGE COUNCIL

Kurt Lauridsen, Chair, Community College Council, Berkeley
Lynn Baranco, Director, Office of Relations with Schools, Berkeley
Bob Brownell, Executive Assistant, Office of Admissions and Records, Berkeley
Marilyn Christiansen, Counselor, Laney College
Margaret DiStasi, Head College Advisor, College of Letters and Science, Berkeley
Jules Fraden, Vice President for Instruction, City College of San Francisco
Austin Frank, Director, Office of Student Research, Berkeley
Bob Fullilove, Director, Professional Development Program, Berkeley
Francisco Hernandez, Academic Assistant to the Vice Chancellor for Undergraduate Affairs, Berkeley
Peter Kerner, Coordinator, Educational TV, Berkeley
Gunther Puschendorf, Director, Learning Assistance and Basic Skills Programs, College of Alameda
Janet Ruyle, Assistant Director, Center for Studies in Higher Education, Berkeley
Rose Scherini, Administrative Analyst, Office of Student Research, Berkeley
Karen Taylor, Student Affairs Officer, Office of Relations with Schools, Berkeley
(Berkeley faculty to be designated)

ED TRONAAS

Dean of Instruction, Citrus College

I would like to discuss four topics relative to the transfer function of the California Community Colleges: (1) the Community College transfer rate; (2) some transfer issues; (3) two exemplary programs; and (4) some things we need to do. I approach these topics as a graduate of a public junior college and a California State University campus; a graduate student at UCLA and the Claremont Graduate School; a full-time instructor of mathematics in a public four-year high school and a Community College; a part-time instructor in a high school adult education program, at California State Polytechnic University, Pomona, and at Pomona College; and I am now Dean of Instruction at Citrus College.

WHAT IS OUR TRANSFER RATE, AND HOW WELL ARE OUR TRANSFER STUDENTS DOING?

The transfer function is a top priority for California Community Colleges, but it is not the only function -- vocational education, associate degree education, and remediation are equally important. Although the transfer function can be improved, it is doing much better than we have been led to believe. For example, Appendix A of the Commission's *Update of Community College Transfer Student Statistics, Fall 1983* shows that Citrus College has been transferring about 250 students to the California State University during each of the past five years. With our total credit enrollment given as over 9,000, there is an inference that our transfer rate is less than 3 percent. Statements similar to this have found their way into a number of reports, but there are several things wrong with this type of "statistic." First of all, the Appendix includes only "Fall transfer numbers." Second, the only base that should be used for calculating the transfer rate is the number of entering freshmen with a goal of transferring.

From an annual average of approximately 1,050 entering freshmen with this goal, the data at Citrus College indicates that:

> approximately 30 students transfer to the University of California;
>
> approximately 60 transfer to private and out-of-state institutions; and
>
> approximately 400 transfer to the California State University, for a total of
>
> approximately 490 transfer students annually.

When this total of 490 is used with the base of 1,050, we arrive at a transfer rate of 47 percent. Since Citrus College is somewhat of an "average" Community College and is of average size, I believe that we would find that many (if not most) of our Community Colleges have a transfer rate at least of 40 percent to 60 percent.

Table 1 shows the pattern of students' educational goals over the past few years at Citrus College. As you can see, this pattern has been consistent. If anything our students' interest in transfer seems to be strengthening.

How well are our transfer students doing? All of the recent annual reports published by the State University indicate that the grades that Community College students earn at the State University are not distinguishable from those earned by native State University students (see **Table 2**, pages 74-75).

TABLE 1 Numbers and Percentages of First-Time Students with Various Educational Goals, Fall 1978 through Fall 1983, Citrus College

Students and Goals	Number or Percent	Fall 1978	Fall 1979	Fall 1980	Fall 1981	Fall 1982	Fall 1983
Number of First-Time Students	N	2,273	2,189	2,288	2,270	2,247	1,926
Number with Transfer Goal*	N	749	720	747	809	801	796
	%	33	33	33	36	36	41
Number with Vocational Goal**	N	708	929	874	865	883	627
	%	31	33	38	38	39	33
Number Seeking Associate Degree Only	N	113	102	91	107	114	87
	%	5	6	4	5	5	5
Other or Unknown	N	703	638	576	489	449	416
	%	31	29	25	21	20	21
Total Number of Students	N	8,775	8,665	9,395	9,901	10,052	9,684

*Includes "Transfer, No Degree" and "AA/AS Degree and Transfer" categories.
**Includes "AS-Vocational," "Certificate," and "Improve Job Skills" categories.

Note: Choices for educational goals on the Citrus College application form are "Transfer, No Degree," "AA/AS Degree and Transfer," "AS-Vocational," "AA/AS-General Education," "Certificate," "Improve Job Skills," and "Unknown."

Source: Citrus College.

WHAT ARE SOME OF THE TRANSFER ISSUES?

Some of these issues are:

1. Why are some minority groups significantly underrepresented in the current transfer cohort, and what can be done about it?

2. Is the academic quality equal between Community College and four-year college courses? For example, how can there be equality between a Community College English writing course and a four-year college English writing course, when the maximum seating load in the Community College is 30 or more and the four-year college allows only 20? That is, can Community College and four-year college teachers really be assigning and reading the same number of papers? Perhaps this question should be stated more broadly as, is there a need for additional fiscal support to help Community Colleges maintain their more expensive programs in order to assure comparability of quality?

3. Can we improve the matriculation process in the Community Colleges?

4. Can higher education in California do a better job of articulation from K-12 to Community College to four-year college and to graduate school?

5. How do we minimize the "turf" battles between the various segments of higher education as dollars become scarce and we have more places to put students than we have students? That is, how do we keep California as a model state for higher education and not allow the system to break down into "warring factions?"

6. What can be done to establish an adequate and stable funding structure for the California Community Colleges? Table 3 gives a picture of the impact of inflation compounded by inadequate State support for the Citrus College budget over the past seven years. (The Consumer Price Index is not an exact measure of inflation for Community Colleges, but it is a good indicator.) Two stand out in Table 3: (1) the total income of Citrus College has increased very little over the last seven years, and (2) the value of that income has decreased dramatically. The questions then become, "How can we continue to assure the quality of our courses in light of these facts?" and "How can we possibly support our more expensive transfer, equipment-dependent programs?" It should be noted that vocational programs which are equipment dependent have special funds from the Vocational Education Act to help maintain modern equipment, but there is no corresponding source of funds for expensive laboratory programs which are not vocational in nature.

7. What can be done to assure continuity of financial aid for transfer students?

TABLE 2 *Performance of Fall 1982 Citrus College Transfer Students and*

Status of Student	Bakersfield	Chico	Dominguez Hills	Fresno
Number of new Citrus College transfer students enrolled at the State University in Fall 1982.	1	4	1	1
Number of these students given "special admission".	0	0	0	0
Number of these special admission students still enrolled in Fall 1983	0	0	0	0
Number of these continuing students with State University grade-point averages between: 0.01 and 1.49	0	0	0	0
1.50 and 1.99	0	0	0	0
2.00 and 2.49	0	0	0	0
2.50 and 2.99	0	0	0	0
3.00 and 3.49	0	0	0	0
3.50 and 4.00	0	0	0	0
Average State University grade-point average of these students.	-	-	-	-
Average Citrus College grade-point average of these students.	-	-	-	-
Difference between these students' State University and Citrus College grade-point averages	-	-	-	-
Average State University grade-point average of all Community College transfer students	2.57	2.62	2.81	2.70
Average State University grade-point average of all undergraduate transfer students.	2.60	2.65	2.85	2.71
Average State University grade-point average of all native State University students	2.49	2.67	2.76	2.74

Source: California State University First-Time Student Performance Report, March 2, 1984

Other Students at the California State University, as of Fall 1983

Fullerton	Hayward	Humboldt	Long Beach	Los Angeles	Northridge	Pomona	Sacramento	San Bernardino	San Diego	San Francisco	San Jose	San Luis Obispo	Sonoma	Stanislaus	Total
44	2	2	23	20	2	127	0	1	5	1	3	3	1	0	241
1	0	1	1	1	0	21	0	0	0	0	0	0	0	0	25
1	0	1	1	0	0	10	0	0	0	0	0	0	0	0	13
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2
1	0	0	1	0	0	3	0	0	0	0	0	0	0	0	5
0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2
0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	3
0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
2.38	-	1.91	2.00	-	-	2.74	-	-	-	-	-	-	-	-	2.59
-	-	3.24	2.53	-	-	-	-	-	-	-	-	-	-	-	2.89
2.38	-	-1.33	-0.53	-	-	2.74	-	-	-	-	-	-	-	-	0.30
2.65	2.71	2.69	2.73	2.51	2.63	2.67	2.84	2.80	2.50	2.73	2.74	2.73	2.91	2.96	2.70
2.68	2.74	2.74	2.74	2.53	2.67	2.68	2.85	2.81	2.52	2.76	2.76	2.74	2.93	2.95	2.72
2.63	2.62	2.72	2.69	2.48	2.62	2.64	2.86	2.64	2.53	2.65	2.65	2 74	2.69	2.77	2.65

TABLE 3 Impact of Inflation on the Citrus College Budget, July 1976-1982 and Estimated 1983

Year	Consumer Price Index	Percent Increase	Cumulative Increase	Total Income	Income in 1976 Dollars	Percent of 1976 Income
1976	168.80			$12,479,306	$12,479,306	100.0%
1977	180.40	6.87%	6.87%	13,159,260	12,313,099	93.6
1978	194.30	7.71	15.11	12,010,331	10,434,091	86.9
1979	214.70	10.50	27.19	12,493,011	9,822,172	78.6
1980	248.70	15.84	47.33	13,589,835	9,223,820	67.9
1981	272.20	9.45	61.26	13,821,006	8,570,852	62.0
1982	289.30	6.28	71.39	13,257,873	7,735,669	58.3
1983	294.50	1.80	74.47	13,300,000	7,623,226	57.3

*Computed purchasing power in constant dollars using 1976 income as the base.

TWO EXEMPLARY PROGRAMS THAT CAN HAVE IMPACT ON THE TRANSFER RATE

The following two programs exemplify the type of creativity and leadership that is necessary in order to strengthen higher education in California:

Intersegmental Meetings

Edward Kormondy, Vice President for Academic Affairs at California State University, Los Angeles, should be commended for his leadership in initiating intersegmental meetings between California State University, Los Angeles and the Community Colleges which are its primary feeder transfer institutions. He initiated this series of meetings in the spring of 1983 by inviting the chief instructional officer from these feeder Community Colleges, and we have continued to meet regularly since then. The topic of the April 26, 1984, meeting was remediation. The meeting was a success, with mathematics teachers talking to mathematics teachers and English teachers talking to English teachers. A giant first step was accomplished -- the beginnings of better articulation. We used to do a much better job of articulation than we do now, and I think this type of exemplary program should be used Statewide.

Fund Raising

During the fall 1983 semester, President Dan Angel called on Citrus College students to donate $50,000, which would be matched by the College Foundation for a total of $100,000. This money was necessary to help offset the loss of part of our base revenue and maintain our spring 1984 course offerings. If the base was restored by the beginning of the spring semester, the students were promised that the money would be spent on student equipment for the classrooms. This "Save Our Community College" drive was a great success, with $100,000 raised and 42 percent of all students donating to the campaign! Our students have just finished the process of making their recommendations for the allocation of the money and have allocated almost all of it for equipment that will be used in transfer-type programs.

I mention this exemplary program not for its repeatability, but rather as a demonstration of the level of support and love our students have for their Community College, and to indicate the high level of interest that "typical Community College students" have in their education.

SOME THINGS THAT WE URGENTLY NEED TO DO

The following list includes some of the most urgent things that we must do if we are going to strengthen the California Community College structure as well as improve the transfer function:

1. We need a much better student data base. This should include more consistent and uniform data gathering from all three segments of public postsecondary education in California. Additionally, we should have some longitudinal studies. If such studies are developed and funded, Citrus College would ask to be included.

2. We need to support a stronger matriculation process, such as the model proposed.

3. We need to greatly improve the current articulation process, which should include K-12, the Community Colleges, the State University, and the University of California.

4. We need to find new ways to attract minority students into higher education and place particular emphasis on underrepresented groups. Perhaps mechanisms can be developed whereby business and industry are encouraged to sponsor college students, with sponsorship taking the form of grants, scholarships, and/or released time from work.

5. Community Colleges desperately need an adequate and stable funding base. No Community College program is more threatened than the core of our transfer program under the current approach to funding. In today's climate of college financing, it is nearly impossible to equip our classes with the "state-of-the-art" equipment that a quality transfer program demands. Many Community Colleges have been forced to increase

class size, use more part-time teachers, cut expensive programs, eliminate most capital expenses, eliminate staff salary raises, and delay most campus maintenance for an indefinite time.

SUMMARY

In summary, I suggest that the Commission's Ad Hoc Committee keep as its general goal "to strengthen higher education in California" and adopt the specific goal "to strengthen the transfer function of the California Community College structure." I do not mean to infer that the Committee would do otherwise, but it seems to me that these goals will allow a broader context while continuing to focus on various transfer type issues. After talking to Dorothy Knoell, reading a draft of the minutes of the Committee's first session of hearings, and listening to my colleagues this afternoon, I believe that there is a large common ground of agreement about what should and what can be done. This common ground of agreement can help to reach these two goals.

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EUNICE M. WOOD

Assistant Vice President, Instructional Programs,
California State University, Long Beach

The following comments, concerns, and recommendations fall under the generic heading of "articulation with Community Colleges."

INCREASING ARTICULATION

Having spent the past three years working extremely hard to produce a computerized articulation of lower division required courses in the major with approximately 30 local feeder Community Colleges, we can appreciate the reluctance on the part of many four-year educational institutions to get involved in such a project without additional support. We also see how much more quickly we could have accomplished this articulation had the CAN (California Articulation Number) project been in operation.

Recommendation: Find support for the CAN project as a first step in Statewide articulation and ease of transfer. A centralized office is needed to coordinate this project, prompt its spread over the entire State system of postsecondary education, and maintain curriculum updates.

Recommendation: Investigate computerized articulation systems and make long-range plans for a Statewide computerized articulation process. Our program is on the CYBER 700, as is that of California State Polytechnic University, Pomona, and could be shared immediately with all other campuses of the State University. Allocated resources would allow further sharing of this or some other program with all California postsecondary institutions. There is no question that such articulation enhances the transfer of students from the two-year to the four-year schools. There is also no question but that further delay in planning will foster the proliferation of many more individual computerized plans -- none of which will be compatible with the others.

INCREASING QUALITY CONTROL

A more difficult problem is quality control of the educational experience that students find in already articulated courses. We approach instructors and administrators at a Community College when our faculty complain that students who have taken a particular course cannot succeed in the more advanced course for which the Community College experience was the prerequisite. We try to tread softly with these teachers and administrators, as they feel enormously overburdened with remedial activities, lack of funding, too large class size, and often little control over their curricula. We are in the process of planning numerous small "curriculum conferences" between our faculty and that of the local Community Colleges, but this is a very slow and time-consuming process.

Recommendation: Set up a Statewide or at least a regional challenge system. A commission of faculty members chosen from the three segments of postsecondary education, representing diverse disciplines, could review complaints of course inadequacy and mediate a solution. Either the articulation of the course or courses could be withdrawn, or the parties involved would agree to make certain changes in order to bring the quality up to the desired level.

We are aware that much of the poor quality that we perceive in transfer students in recent years is due to the lack of adequate funding for the Community Colleges. Class size is much too large in "skills" courses such as English composition and mathematics, with the result that students frequently manage to pass such courses without having acquired the necessary skills. Academic courses needed by serious transfer students for their major programs are often canceled if a minimum of 16 students do not enroll. In extreme cases, instructors have been encouraged to "keep the students in the class" by reducing the number of failures, leading to lower quality courses and lessening the probability of students' success at four-year institutions.

Recommendation: Assist the Community Colleges in obtaining sufficient funding to reduce the class size in skills courses, and protect academic courses needed by the transfer students by allowing these courses to be taught with few students. Recommend funding of Community Colleges that rests on a more rational base than average daily attendance.

We must come to grips with telecourses. We are mindful of the excellent quality of those courses designed for television through the Annenberg Foundation and others, but we are also convinced that mode of instruction is extremely important in the quality of the education experience. The number of contact hours in telecourses is often dramatically lower than in conventional modes of instruction, and the number and quality of assignments and examinations remains suspect in many cases. Currently, colleges that offer lower division, transferable courses by television are not even required to state on the transcript or in the catalog the mode of instruction. Because we articulate courses on the basis of descriptive materials, we have no way to know whether a student took the course in a classroom or in front of a television set. This causes great unrest among the faculty and jeopardizes the hard work that has gone into the articulation effort.

Recommendation: Put in place a Statewide evaluation system so that the quality of telecourses can be reviewed and measured by some agreed-upon standards. Require that all articulation documents exchanged between institutions for the purpose of establishing course equivalency indicate the mode of instruction for each course.

CARMEN M. DECKER and ROBERT M. SILVERMAN

Secretary and President, Academic Senate for California Community Colleges

The Academic Senate for California Community Colleges is encouraged by the increasing interest of the Board of Governors, the California Postsecondary Education Commission, and other segments of California's higher education in the reaffirmation of the transfer function of California Community Colleges. The Academic Senate for California Community Colleges has supported the preeminent position of this function throughout its history, as documented by the compendium of policies and positions on transfer education attached in Appendix B. It is important to note, as these resolutions attest, that the transfer function has received careful and constant attention by the faculty of California Community Colleges. Therefore, from our perspective, it would be more appropriate to approach the subject of transfer education in Community Colleges within a context of renewed commitment and revitalization of an important function, rather than to perceive it as a problem area that has suffered from neglect and is in need of reform. However, because of the complexity of the issues involved in the discussion of this subject, it would also be more appropriate to study it in a context of intersegmental responsibility, since the success of the transfer function of Community Colleges is dependent both upon the adequate preparation of high school graduates admitted to our institutions and the cooperation of four-year institutions in providing adequate transition to potential transfer students. It is a major concern of the Academic Senate that several issues of vital importance to a comprehensive discussion of the transfer function of Community Colleges be addressed from an intersegmental perspective:

- The need to determine the total number of potential transfer students currently enrolled in California Community Colleges and to establish the percentage of potential transfer students among the total student population;

- The need to understand demographic changes which are providing fewer high school graduates;

- The need to address the problem of the high rate of high school dropouts and/or underpreparation of high school graduates;

- The need to address the problem of growingly imbalanced curricular offerings at California Community Colleges to meet the needs of underprepared students at the expense of baccalaureate-level classes;

- The need to expand the ability of four-year institutions to absorb Community College transfers in impacted areas;

- The need to provide adequate funds in order to establish a comprehensive program of identification, assistance, and eventual transfer of traditionally underrepresented students;

- The need to establish criteria for baccalaureate-level courses among all segments of higher education;

- The need to establish a data base on the performance of California Community College transfers, on their persistence rate in relation to native students, and the need to share this information between Community Colleges and four-year institutions; and

- The need to develop a unified program of high school recruitment of potential college students, emphasizing the viability of Community Colleges as transfer institutions.

In order to have a comprehensive discussion of the role of Community Colleges in facilitating the flow of transfer students to four-year institutions, three areas of central importance must be considered: (1) improvement of intersegmental articulation, (2) coordination of academic support services, and (3) greater efforts to identify and meet the needs of minority students.

INTERSEGMENTAL ARTICULATION

Although intersegmental articulation efforts in the establishment of agreements for course transferability and course credits have been successful in the past, the definition of articulation must be expanded to include the active involvement of faculty, counselors, and administrators from all segments in determining academic rigor and expected competencies. It is not sufficient to ensure the acceptance of credits from one segment to another, it is also necessary to ascertain whether those credits carry with them the necessary acquired skills and academic competencies expected of transfer students. For this reason, it is imperative that faculties throughout the segments, with the encouragement and sponsorship of their administrations, establish an ongoing academic dialogue to determine the proper academic rigor and expected competencies of students completing courses within given disciplines. This academic interaction among faculties and counselors of all segments should be encouraged and supported on a regional basis by the administrations involved. The eventual transfer and successful completion of Community College students in baccalaureate programs is not the sole responsibility of the Community Colleges, but a shared educational enterprise of all segments.

Articulation with Postsecondary Institutions

The first step toward the achievement of successful articulation with postsecondary institutions is the recognition by all elements of postsecondary education that, although each fulfills a unique function under the Master Plan for Higher Education, they also share common educational activities -- in particular, instruction in introductory baccalaureate-level courses. In order to facilitate student transfer, faculty in Community Colleges and four-year institutions should maintain a continuous dialogue to discuss comparability of commonly taught courses in content, prerequisites, academic rigor, and expected competencies. Faculty in all elements of postsecondary education should cooperate to develop principles in general education and comparability of learning experiences, such as in (writing and library skills) to be acquired by all students planning to achieve a baccalaureate degree. Greater interaction and exchange among faculty at the postsecondary level would not only improve the articulation of course transferability and course comparability, it would also provide a much-needed forum for faculties to share teaching technologies or methodologies and to keep abreast of the latest developments in their fields or disciplines. Furthermore, faculty interaction would also facilitate an open channel of communication for discussion of academic characteristics of successful transfer students, specific problems of those who are not, and identification and possible solution of problems faced by transfer students.

Articulation with Secondary Institutions

California Community Colleges fulfill a unique function among postsecondary institutions in preparing underprepared or unaspiring high school students for college-level work. They also provide ample opportunities for traditional students in occupational or liberal arts areas to complete their lower division course work in preparation for transfer to four-year institutions. Because of the wide range in backgrounds of high school graduates entering our institutions, Community Colleges must strengthen their articulation activities with secondary institutions:

- Faculty members, counselors, and administrators must become actively involved in the recruitment of potential transfer students by presenting Community Colleges as an academically viable alternative for lower division course work.

- Community College administrators must become aware of the potential high school student drain that could take place if Community College staff do not become more aggressively involved in pointing out the unique advantages of attending Community Colleges for the purpose of eventual transfer.

- High school parents and high school students should be made aware of the academic strengths of Community Colleges, emphasizing the excellence and commitment of their instructional staff. Community College administrators should initiate, encourage, and support organized efforts to convey these messages to the community through both written and oral communication. They should also encourage and facilitate the interaction and exchange of Community College and high school faculties.

- Community College faculty members should maintain academic and professional ties with their colleagues in secondary institutions to discuss student expectations in college-level courses and to establish follow-up mechanisms whereby feeder high schools are kept informed of the performance and persistence rate of their graduates. Faculty members should also demonstrate initiative and creativity in designing programs for faculty in secondary institutions to assist them in updating their professional skills, particularly in fields of rapidly growing technological advancement.

All these efforts should be coordinated not only for the identification of traditional potential transfer students, but also for the identification and assistance of underrepresented groups in postsecondary education. Community Colleges are unique in their ability to provide an opportunity for underprepared or unaspiring students to acquire college-level skills and competencies for transfer to four-year institutions.

ACADEMIC SUPPORT SERVICES

One of the great strengths of California Community Colleges in the assessment, identification, and guidance of students with transfer potential is their effective network of academic support services. Even though greatly underfunded, Community Colleges have developed complex programs of orientation, counseling, and tutorial and referral services. The development of these support services has been limited by dwindling fiscal resources throughout the State.

However, with the recent mandate of AB 851 (1983), which calls for the Board of Governors of the California Community Colleges to conduct a study of student matriculation, the importance of a system of academic support services has received much-needed attention. According to the proposed recommendation, California Community Colleges should begin implementation of various components of student matriculation, admission, assessment, orientation, placement, counseling and advising, and follow-up on student progress. Although many of these services are already being offered by many colleges, the proposal for student matriculation calls for coordination of all these activities to ensure the proper assessment of students' academic skills and the appropriate placement of students in courses where they have the greatest chance for success and the removal of identified academic deficiencies. Furthermore, a system of student matriculation also allows for the early identification of students with transfer potential. This early identification can take place through assessment mechanisms, through student declaration of educational intent, or through individual faculty identification, based on class performance.

It thus becomes obvious that admissions and records staff, counselors, and faculty members need to coordinate their activities for an efficient identification of potential transfer students and for the subsequent provision of counseling and advising to inform students of the academic requirements to complete their educational plan or to acquaint them with the different educational alternatives available to them. Additionally, faculty will be instrumental in advising students who are interested in a specific major about the expected competencies of that major and in encouraging and preparing them to succeed at four-year institutions.

Once faculty in the Community Colleges become actively involved in academic advisement and create an inevitably increased interaction with counselors, it will be possible for both to work together to identify talented students to consider the transfer option and to encourage students who did not originally identify themselves as candidates for transfer.

Faculty should also assume the responsibility of creating a college environment that parallels the experience more closely associated with four-year institutions. Not only should faculty teaching baccalaureate-level classes maintain comparable academic rigor and standards in their courses, they should also explore the possibility of developing honors programs, special seminars, guests lecturer series, and student and faculty exchange with four-year institutions.

Administrators could contribute to this college environment by providing and supporting part-time, on-campus employment for transfer students to encourage them to be on campus for longer periods of time and, therefore, more likely to be available to participate in campus activities. These jobs could help to make campus life more central to the daily existence of transfer students and reduce the compartmentalization of their educational experience to only the hours spent in the classroom.

Counselors could provide additional assistance by contacting Community College graduates who have successfully transferred to four-year institutions and by asking them to serve as models or mentors for currently enrolled transfer students. These students would not only serve as examples of those who have succeeded via the transfer process, they could also provide current information about the problems and prospects for students who are planning to transfer in the near future.

Finally, there is an urgent need for Community Colleges to develop a uniform information system that will not only help store and analyze enrollment patterns in our institutions but also record individual student declaration of educational intent, persistence rate, and success or failure to accomplish educational goals. Community Colleges need the establishment of such mechanisms to assist in the assessment and placement of students in appropriate college-level courses and also to provide a system of early warning and follow-up of student progress. Such information can be used not only to develop longitudinal studies of retention/attrition patterns but also to develop a data base of the transfer, persistence, and completion rate of Community College students in four-year institutions. The development of this information will also allow Community Colleges to determine both the percentage of their potential transfer pool within the total student population, and their success rate in transferring this percentage to four-year institutions.

MEETING THE NEEDS OF MINORITIES

Every concerted effort must be made to ensure that the establishment of assessment, placement, and follow-up mechanisms work to the benefit of minority students or underrepresented groups. California Community Colleges enroll a much higher percentage of minority students than any other segment of postsecondary education; however, they transfer a much smaller proportion of most minority groups than other students. California Community Colleges are traditionally, pedagogically, and ideologically committed to the principle of providing an opportunity for postecondary education to all students -- in particular, students for whom their educational, ethnic, or socioeconomic background has limited those opportunities. Additionally, Community Colleges have become aware of demographic projections which suggest that Hispanic minorities will provide the largest group of potential college students in the next thirty years. Not only should Community Colleges reinforce their recruitment activities of minority students and strengthen their articulation efforts with secondary institutions to ensure that these students are properly prepared for college-level work, they should also coordinate all staff activities to ensure that the enhancement of their transfer program does not become a tracking mechanism that effectively prevents minority students from participating in the benefits of the program.

The possibility that a reinvigorated transfer program would be intimidating to some students could be a special problem among minority students who do not perceive of themselves as candidates for eventual transfer. Students from families without a history of college attendance, or those with a greater number of academic deficiencies to surmount, might be less likely than others to aspire to be integrated into the transfer program. This potential problem would have to be recognized from the outset, and a special effort would have to be established in order to identify and assist such students upon admission to the college. Not only would the initial assessment process have to be evaluated to ensure its sensitivity to cultural differences, the counseling and advising sessions would also have to establish an adequate program to help overcome any identified academic deficiencies and to secure a sufficient array of support services to create a learning situation that would maximize the opportunities for success. These measures could be coordinated with the established Extended Opportunity Programs and Services to monitor and enhance student achievement. The counseling program would also need to provide information about the sources and means of financial aid and project a system of financial aid that could be coordinated with a transfer program.

It is also important that all students -- but especially minority students -- have available role models both among faculty and student mentors who can provide social support for the legitimacy of the transfer function. It is essential that students realize that others from similar cultural and socioeconomic background have been able to succeed via the transfer function of the Community Colleges. The availability of these appropriate role models will also encourage students to involve themselves in the range of student activities that are available to them.

CONCLUSION

The faculty and the Academic Senate for California Community Colleges remain committed to the importance of the transfer function in the mission of the Community Colleges and are willing to participate in the current discussions of this issue with the anticipation that they will lead to an opportunity to review and revitalize this essential function of our institutions. We also remain committed to the open-access policy of Community Colleges and to the provision of a second opportunity for less traditional students. Our commitment to this position is not antithetical to the maintenance of academic standards or academic rigor; however, it necessitates the careful planning and coordination of all support systems in our colleges to ensure the maximum benefit for the maximum number of students.

At the same time, the Academic Senate would like to make some recommendations which would respond to some of the concerns expressed in this paper. The Academic Senate believes that in order for California Community Colleges to strengthen their transfer function, the State Legislature must provide:

- Sufficient funding for the establishment of an information system to facilitate the matriculation process and to provide a data base to study the performance and persistence rate of Community College transfer students;
- Sufficient funding for the implementation of a matriculation process at all Community Colleges;
- Sufficient funding for an increased provision of remedial education for students with assessed educational deficiencies;
- Sufficient funding for adequate compensation of faculty involved in academic advising;
- Sufficient funding for the increased recruitment of minority students to Community Colleges; and
- Sufficient funding for adequate staffing of academic support service areas, comparable to funding for these services at the other segments of postsecondary education.

NORMAN K. HOLSINGER

Southern Vice President
Community College Council/California Federation of Teachers

We know from Commission reports on transfer students that from 1979 to the present the number of Community College transfers to both the University of California and the California State University has remained fairly constant with a slight upturn in 1983. This has occurred at a time of declining high school graduation Statewide. It also has occurred at a time in which the University has been oversubscribing first- and second-year students.

What we do not know is what these data mean. While these data provide one avenue of assessing the performance of Community Colleges in the transfer area, they by no means offer the most complete picture possible.

However, there are ways to begin to know some of the things we do not know by pursuing new areas of research, such as:

1. Identifying the pool of potential transfers as a way to determine an accurate rate transfer from Community Colleges. Not all first-year students under 19 years of age are potential transfers, nor is transfer limited to those who are 19, 20, 21, 22, etc.

2. Assessing the upper division performance of Community College transfers. Those originally eligible to attend the University and the State University must be separated from those not originally eligible, and then compared to those who entered the University and the State University in their first year.

3. Identifying reverse transfer students and assessing their performance upon returning to the Community College segment.

The Board of Governors of the California Community Colleges has begun to collect data in these areas, and we in the Community College Council applaud their efforts. I am sure that the Commission in the near future will be looking at similar data.

The Commission's reports on transfer students do identify one area of major concern -- the underrepresentation of Black, Chicano, and Native American students among transfers to the University and State University relative to their numbers among first-time Community College students under 19 years of age. I believe that everyone perceives this as an area of major concern. Anyone who believes in the principle of democratic access to higher education would see this as a major problem. It is a problem which must be rectified.

Matriculation has been discussed as a possible solution to the problem of underrepresentation. The Community College Council has some reservations about the various matriculation programs as they have been conceived. Testing of students alone, with its potential for cultural bias and for limiting enrollments, is not the answer. The creation of a brochure alone is not the answer. The common numbering of courses alone is not the answer. It is our belief that matriculation will work with *intensive counseling and follow-up on the progress of potential transfer students during their Community College experience*.

This takes money. At this time, there is a question as to whether the Legislature and the Governor will provide adequate funding to make the program effective. If adequate funds are not provided, then the proposed matriculation programs will produce some assessment testing, some brochures, and some common course designations, and not much else. Thus, I would like to commend Director Callan for his recent statement on Community College finance, and the Commission for its approval of the statement with urgency.

MARY ANN PACHECO

President, Community College Association, and
Instructor, Communications Department, Rio Hondo College

As this year's president of the Community College Association, an affiliate of the California Teachers Association and the National Education Association, I have been able to visit many Community College campuses and to discuss issues of concern to faculty on these campuses. An important issue has been the mission of the Community Colleges in all of its variety, and within that mission, the role of the transfer program.

The Community College Association believes that the transfer function of the Community Colleges is a crucial one. It provides the key to access to higher education in this State to students who would otherwise find higher education effectively denied to them. All policy decisions must be made wtih this important idea in mind. Any barriers which inhibit student access to Community Colleges and which inhibit their ability to transfer to the other segments of higher education must be removed.

Policy makers also should recognize the quality of instruction found in the transfer program in the Community Colleges. These colleges are not simply "prep schools" for the California State University or the University of California. The need for remediation is not limited to any one segment of higher education but instead applies to all segments. Like the four-year institutions, the Community Colleges teach not only the content of the academic disciplines in their undergraduate transfer programs but also those skills which allow students to think creatively and to respond to changes in the world around them.

Another important area which must be considered in policy decisions is the reality of changing demographics in California. We do ourselves a serious disservice if we continue to think of today's Community College students in the same vein as pre-World War II students. Today, the 18 year-old middle-class white male is not the typical Community College student interested in transferring to the University. Statewide policy on the transfer function must reflect the changing nature of the population throughout the State. It must be flexible enough that it does not create additional barriers for California students while maintaining the integrity of lower division undergraduate work. And decision makers must remain flexible enough to recognize that our changing population may need a variety of programs prior to and concurrent with the transfer program to reach their educational goals.

RECOMMENDATIONS

The Community College Association supports the work and the recommendations of the Academic Senate of the California Community Colleges and the plan of the Board of Governors for improving the Community College transfer function. Specifically, we recommend the following actions:

Strengthen the Counseling Component in All Community Colleges

The early identification of transfer students is crucial as is their guidance into the transfer program. Student assessment and matriculation programs, both of which will strengthen the transfer function, require additional support for counseling. Such an important area cannot be relegated to peer counselors, though they certainly can play an important supportive role. Increasing the role of all faculty in the area of counseling potential transfer students should certainly be explored under the aegis of collective bargaining.

Encourage Faculty Interraction Among the Three Segments

Faculty in all segments of higher education in California share certain common goals. Our common interests far outweigh our differences. All three Academic Senates should be strengthened and encouraged to increase interraction, with State support, especially in the area of articulation. On the local level, faculty should be encouraged to interract with the faculties of local universities, whenever and wherever possible, both through their Senates and their local bargaining agents. Local collective bargaining agreements could reflect the commitment of local Community College districts to this kind of exchange.

Strengthen All Student Support Services

In particular, the entire area of student financial aid must be bolstered and barriers removed if we are to improve the rate of transfer for minority and low-income students.

Gather Accurate, Long-Term Data on Transfer Students

Recent data show that the Community Colleges are not unsuccessful in their transfer function. Policy decisions must be made on accurate and complete data, with inconsistencies or conflicts reviewed in light of the diversity of the Community Colleges and of the population which they serve. These data must include the rate of transfer, the quality of performance of transfer students, and the definition of the student pool statewide. And the interpretation of the data must reflect the flexibility available to decision makers and the unique properties of each Community College.

ROLE OF THE CALIFORNIA TEACHERS ASSOCIATION

The California Teachers Association has exclusive bargaining rights in 39 Community College districts throughout the State; it also has these rights through its affiliate, the California Faculty Association, in the California State University. Because of these facts, we already have available to us the mechanism to work closely, as colleagues, in the area of the transfer function as in others. In addition, the Association is a professional organization concerned about the quality of education from pre-school through graduate school. Whatever resources we can pledge to improving the transfer function of the Community Colleges, we continue to do so. Both as bargaining agent and as professional association, we remain committed to open access to public higher education in California and to quality education for the good of its citizens.

HENRY SCHOTT

President, Peralta Community College District Academic Senate

The task of Community College educators is clearly directed toward providing the best training and learning environment commensurate with the identified needs of their students. Students' educational goals are shaped partly by cultural values of knowledge and degrees, as symbols of that knowledge, and by industries that offer semi-skilled jobs which pay better than professional jobs. The fact that a college degree does not guarantee a better life, a happier marriage, or a higher wage has not been lost on the population at large or on our students.

Even so, there are many occupations that require some or even extensive training and education for entry-level employment. Peralta Community Colleges, through their vocational and trade technical programs, play a vital role in preparing students for such occupations. In some trade technical areas where the demand is high, it is not unusual for students to receive job offers in the middle of their training that they find hard to refuse because of the economic pressures that they experience. The best students in business, electronics, data processing, ornamental horticulture, and a number of other technical fields are siphoned away by industry before they have completed their educational program.

These students for the most part are not likely candidates for transfer to the California State University or the University of California. That some of them are influenced to change their goals and to pursue a course that leads to a B.A. degree is due to good counseling and to their success in courses that are identified as transfer courses. Success in such challenging classes stimulates self-confidence, raises expectations, and promotes the curiosity which is part of the driving force that makes students succeed in the transfer program.

MYTHS ABOUT TRANSFER

Among the uninformed, a number of myths have done more damage to the California educational system than has Proposition 13. I will briefly review two of them and focus on their effect on transfer students.

The first myth is that transfer students are easily identified, strongly motivated, and have selected Community Colleges for their lower division studies because they are close to home. At age 18, most young adults would like nothing better than to put a considerable distance between themselves and parental control. If the motivation to go to college exists, then "going away" to college becomes their motto and sometimes their only purpose. It is a time to safely and honorably break the ties that have controlled them so long. Going to a nearby institution is a last rather than a first choice.

Students are not easily identified as interested in the transfer curriculum. They often need to improve developmental skills in English and mathematics as well as attain greater self-confidence before they are ready to undertake the arduous task of completing lower division courses. This slower pace erodes their financial resources and their will and determination to complete their college education.

Another myth is that the expanding population of California should be reflected in an ever-increasing number of transfer students entering the University and the State University from the Community Colleges. This is an unwarranted and unrealistic expectation for the following reasons:

1. The graduating high school cohort has been declining. With fewer students to choose from, higher education institutions have been competing for these students in order to maintain their enrollments. The active and well-orchestrated recruitment efforts of the University of California reach children as early as the eighth grade, as evidenced by the February 1, 1984, letter from the University's Academic Senate to the parents of California eighth graders. Despite the fact that the University of California at Berkeley has reversed its mandated 40/60 lower to upper division ratio, so that now 60 percent of its students are in the impacted lower division classes, these long-range recruitment efforts continue, in part because the University of California is rewarded disproportionately for its recruitment efforts. Although I cannot vouch for the accuracy of these numbers, I understand that a new student generates at least $3,500 for the University but less than $2,000 for a Community College. Campuses of the State University also recruits effectively, and both senior segments have developed special admission categories which further help to attract students who under other circumstances would perhaps select Community Colleges. This competition has resulted in fewer young high school graduates attending Community Colleges.

2. Community Colleges have, however, increased their student population by attracting older students. What are the consequences of this shift in population? Older students generally attend college part time. Statewide, the percent of students attending part time has increased from about 50 percent in 1973 to 58 percent in 1982. At the present time, over 66 percent of the students at the Peralta Colleges attend part time. Older students often have immediate goals of preparing themselves for an occupation and are less likely to seek a higher degree. These older students also include an interesting segment of the Community College population -- adults who already have a degree and have been designated as "reverse transfers." There is no reversal in their educational intentions, which clearly point toward self-improvement and the development of occupational skills. For the past several years, 33 percent of the students in my human physiology classes have held a university or four-year college degree. These students make a unique contribution to the scholastic environment of the class and often are peer tutors for recent high school graduates.

NEEDS OF THE TRANSFER PROGRAM

Despite these significant changes in the student population and the active competition for students, Community Colleges today transfer as many students as in each of the past six years and provide an ever-increasing number of services and support measures for their students that select the transfer program. More, however, can and must be done.

Among the various institutions of postsecondary education, Community Colleges are the front line -- the first step. They provide entrance without the gate that would deny these students a higher education. Their mission is to provide to the people of California access to comprehensive postsecondary education and training that is equal to in quality and is more personal in its approach than that available in lower division instruction at the State University or the University of California.

The strengthening of academic standards is an ongoing and important aspect of education at all levels. Defining the expected educational outcomes for individual courses, identifying required levels of achievement within the educational stepladder, and providing for readiness assessment, progress evaluation, and completion testing -- all represent valuable tools for bringing to students the quality services and instruction that they need in order to become or remain effective citizens.

The transfer function at the Peralta Colleges and in other Community Colleges is a central and relevant activity because it stimulates intellectual ferment and extends the horizon of education for many students. It provides them with goals that reach beyond the limits of the institution. Transfer program classes stimulate creativity and thinking, and attract many students who will not transfer to other colleges or universities. Such transfer courses are quality built, taught by dedicated and professional teachers and are organized to meet standards of academic rigor that permit students who satisfy the course requirements to transfer the units to four-year institutions.

Having high-caliber transfer courses available in all the Peralta Colleges and in Community Colleges throughout California is of real value and benefit to the entire student population. These courses appeal to a much larger segment of students than the transfer data indicate. They are attended by full and part-time students who have no intention of transferring to four-year colleges. Many of these students have not established as their personal aim the goal of completing the undergraduate work for a B.A. degree. We should be very cautious of our tendency to believe that a higher degree should be their aim. Liberal arts courses widen the capacity of the human mind to deal with comtemporary problems and are, therefore, an important element in a better quality of life for which many Californians are searching.

California Community College faculties can and do provide effective educational services to students seeking lower division preparation for transfer. What we need is a larger percentage of University- and State University-eligible students graduating from high school. We can provide them with a lower division education at a lower personal cost and at a lower cost to the people of California. Their participation in our transfer classes adds intellectual stimulation and helps spark in less-prepared students the competitive spirit that makes them strive to excell.

The Academic Senate of the California Community Colleges has taken a number of steps to promote the integrity of transfer and associate degree-applicable courses, to clarify what constitutes appropriate rigor, and through intersegmental councils to define minimum competencies in English and mathematics, thus enhancing cooperation between the Community Colleges and both university systems.

The funding crises of the past few years has severely affected all functions of the Community Colleges, including the transfer function. Thus despite the good intentions of faculty and staff to promote the transfer function, the funding problems experienced by the urban colleges of the Peralta District have undermined their efforts. The lack of supplies and equipment, the failure to replace retiring faculty, the inability to provide sufficient student services, and the demoralizing year-by-year uncertainty of salaries and budgets have taken their toll. To look for a significant change in this neglected branch of higher education without the infusion of sufficient funds to affect change is to cast away a resource to the people of California or to reduce it to mediocrity. Funds are needed not only to reward the industry and effort of the faculty and staff but also to develop and implement programs that provide assessment services to students and to give them the tools and classroom resources essential for a modern education.

SUSAN E. BROWN

Staff Attorney, The Mexican American Legal Defense and Educational Fund

The Mexican American Legal Defense and Educational Fund (MALDEF) is a national legal and educational organization devoted to protecting the civil rights of nearly 15 million Mexican Americans, and other Hispanic Americans. We currently have offices in San Francisco, Los Angeles, Sacramento, Denver, San Antonio, Chicago, and Washington, D.C. Our primary areas of involvement include education, immigration, employment, and voting rights.

PROBLEMS OF MINORITY TRANSFER

In keeping with our commitment to ensure higher education access for Mexican Americans and other minority students, MALDEF and Public Advocates last year began a survey of minority enrollment in California's three segments of higher education. From Commission and segmental studies that we reviewed, we have learned that minority students entering higher education in California are bound largely for Community Colleges. Approximately 80 percent of all minority students who attend postsecondary institutions in California begin at the Community Colleges. For the overwhelming majority of these Black and Hispanic Community College students, that will be the end of their educational careers. Few will enroll in the State University, and almost none will transfer to the University of California.

In 1982, for the entire state, only 175 Blacks and 389 Chicanos transferred from the Community Colleges to the University of California. (California Postsecondary Education Commission, 1983.) Even more disturbing is that many of the Community Colleges with the highest concentrations of minority students are the ones with the lowest number of transfers. For example, in 1981 only five Blacks transferred to the University of California from Compton College, where 89 percent of the first-time freshmen were Black. Similarly, in 1981 only five Chicanos transferred to the University from Imperial Valley College, where 65 percent of its freshmen were Chicanos. At Los Angeles Southwest Community College, only four students transferred to the University, although the College enrolled 810 first-time freshmen from California high schools that fall who were 19 years old or younger. Likewise, at Fresno City College, which enrolled 2,119 such first-time freshmen that fall, 14 students transferred to the University, of whom one was Black and two were Chicano.

These numbers lie in sharp contrast with transfer statistics from affluent, and predominantly white, Community College districts. In 1982, De Anza College, which enrolled 909 first-time freshmen in Fall 1981 from California high schools who were 19 or younger, transferred 100 students to the University, none of whom was Black and only one of whom was Chicano.

According to the most recent data from the Postsecondary Education Commission (1984), high minority population Community Colleges continue to experience low transfer rates in general. At Rio Hondo Community College, where Chicanos constitute approximately 50 percent of first-time freshmen, transfers to both the University and the State University declined from 41 and 398 to 33 and 255, respectively, between Fall 1977 and Fall 1983. Even in districts where overall transfers have increased, minority transfer rates have not. At San Diego City College, where transfers to the University have increased from 25 to 84 in the past two years, the transfer of Blacks and Chicanos is disproportionally low in relation to their percentages of first-time freshmen. While Blacks constituted 34.5 percent of City College freshmen, they made up only 10 percent of its University transfers. Likewise, Chicanos comprised 26.9 percent of the first-time freshmen at the College but only 11.4 percent of its University transfers. In contrast, 30.7 percent of City College first-time freshmen and 60 percent of its University transfers were white.

Since the mid-1970s, the transfer rate from California Community Colleges to the University of California has declined by 30 percent. Transfers from the Community Colleges to the California State University have declined by 10 percent. As the California Postsecondary Education Commission stated in 1981:

> So far, there is little likelihood of the transfer function losing vitality in all Community Colleges in the 1980s. But there is growing concern about the very small number of students transferring to the University from particular Community Colleges. In Fall 1979, 39 of the 70 Community College districts had fewer than 50 students transferring to the University. . .

For minority students, Community Colleges are truly the gatekeepers to higher education. They are the institutions responsible for introducing 80 percent of all minority students in California to a college education. But the educational pipeline for Blacks and Chicanos in California breaks down in a way that does not occur for whites.

In 1981, 68.8 percent of California high school graduates were white. These white students constituted 70.9 percent of the 1981 entering class at the University of California, 67.2 percent of the entering class at the State University, and 65.5 percent of the entering class at the Community Colleges. In other words, their enrollments as first-time freshmen were in approximate parity with the percentage who graduated from high school.

Blacks and Chicanos failed to even approach such educational parity. In 1981, 15.7 percent of the high school graduates were Chicanos, yet Chicanos comprised only 6 percent of the University's freshman entering class, 10.6 percent of the State University's first-time freshmen, and 16.7 percent of the first-time freshmen at the Community Colleges. Blacks fared equally badly. Although 8.2 percent of high school graduates in 1981 were Black, they comprised only 4 percent of University freshmen, 7.5 percent of State University freshmen, and 10 percent of Community College first-time freshmen (Los Angeles Times, 1983).

It is evident that minorities are overly represented in Community Colleges and underrepresented in the four-year segments -- the University of California, in particular. What is even more alarming is that the transfer rates for minorities from the Community Colleges to the four-year institutions are dramatically lower than those of their white counterparts (California Postsecondary Education Commission, 1982).

Thus, in 1982, out of a total of 5,130 students who transferred from the Community Colleges to the University of California, only 3.8 percent were Black and only 8.3 percent Chicano.

The concentration of minorities in Community Colleges and the failure of the higher education segments to ensure their transfer is in violation of the California Master Plan and the California Education Code.

The Master Plan and the Education Code expressly mandate a transfer function from the two-year institutions to the State's four-year universities. The Donahoe Higher Education Act of 1960, which adopted many of the Master Plan recommendations into law (S66000 et seq. of the California Education Code) provides, in part, for structuring public higher education in California into a tripartite system of the University of California, the State Colleges and the Community Colleges; assigning specific functions to each of these three segments; and requiring that there be coordination between the three.

Pursuant to the Master Plan and the California Education Code, the University of California is to select first-time freshmen from the top one-eighth (upper 12 1/2 percent) of all graduates of California public high schools. The State University, which was created by the Master Plan, is to select first-time freshmen from the top one-third (33 1/3 percent) of California high school graduates. This leaves over 70 percent of all first-time college freshmen who must begin their public higher education in the Community Colleges.

Thus, the Master Plan specifically recognizes the importance of the transfer function and provides that a high school graduate who enrolls initially in a two-year college have the same opportunities to continue toward a bachelor's degree as a student who begins studies at a four-year campus. This policy was codified in the California Education Code at Section 66201, as part of the Donahoe Higher Education Act. Section 66201 states as follows:

> It is the intent of the Legislature that each resident of California who has the capacity and motivation to benefit from higher education should have the opportunity to enroll in an institution of higher education. Once enrolled he should have the opportunity to continue as long and as far as his capacity and motivation, as indicated by his academic performance and commitment to educational advancement, will lead him to meet academic standards and institutional requirements.

To facilitate this policy, the Master Plan recommended that four-year institutions establish their undergraduate enrollment in such a way as to ensure available places for transfer students willing and able to attend four-year institutions. The Plan recommended that the lower division population be limited to a ceiling of 40 percent of total undergraduate enrollment. This ceiling would provide 60 percent of the available slots for upper division students, thus guaranteeing adequate places available in the junior and senior years for transfer students from the Community Colleges. These recommendations were enacted into law by the California Legislature.

In fact, the University, State University, and Community Colleges function in derogation of the California Education Code and Master Plan as a segregated system which perpetuates unequal educational opportunities. The systems set admission criteria for transfer, allocate financial aid, fund counseling positions, proportion upper- to lower-level ratios in the four-year institutions, refuse to coordinate transfer policies, and refrain from publishing and disseminating intelligible transfer guides.

SOLUTIONS TO THE TRANSFER PROBLEM

Simplification of the transfer function is imperative, and the four-year segments must assume responsibility for increasing the transfer rate of minority students. Any remedy that does not allocate burdens among the three segments, rather than making a scapegoat of the Community Colleges, is unrealistic and, ultimately, insufficient to address the problem. Thus transfer information must be collected and disseminated to potential transferees. Further, many of the entirely voluntary transfer mechanisms that have been in place for decades and that do not work must either be made workable or abandoned for more efficacious means. As the Assembly Select Committee on Community Colleges recently reported, the transfer function in California is in a state of confusion.

In the petition filed by MALDEF and Public Advocates, specific remedies to this confounded transfer system were proposed. They fall into several categories.

Transfer Counseling and Mandatory Identification of Potential Transferees

One of the major problems at the Community Colleges is that their freshmen from high school are not required to indicate whether they intend to transfer to four-year institutions. Such identification should be mandatory so that all the students who intend to transfer have an opportunity to meet with a transfer counselor and select appropriate courses.

In addition, every Community College should have trained transfer counselors who are familiar with transfer information and can assist students in selecting courses that will transfer to the institution of their choice.

Additionally, complete disclosure of transfer information at the Community College should be mandatory as a prerequisite for continued accreditation. Such disclosure would include but not be limited to clear information on "general education" and "general breadth" requirements and a distinction between the two, information on transfer requirements to all University and State University campuses and not merely to those closest in proximity to the Community College, and information about the different requirements transfer students must meet, such as special departmental requirements.

Assembly bills sponsored by Robert Campbell and Gloria Molina address the need for matriculation counseling and assessment.

Mandatory Transfer System and Transfer Centers

There should also be a formal transfer system between Community Colleges and the State's public universities for students who satisfactorily complete transfer requirements. In this sense, articulation agreements would become mandatory rather than voluntary.

Each Community College should maintain a transfer center where students will be able to obtain transfer and financial aid information in addition to that published in the college catalog.

Potential transfer students should be able to take advantage of a mandatory system whereby their transcripts and credentials are evaluated periodically prior to the actual time of transfer.

Also, to ease students' ability to understand what is transferable and what is not, there should be a uniform course numbering system that would utilize the 100 series for courses that are not transferable to four-year segments, a 200 series for courses that transfer to the State University, and the 300 series for those acceptable at the University.

The Molina bill, AB 3950, provides for mandatory articulation agreements, establishment of transfer centers, transcript evaluation prior to actual application for transfer, and a system of uniform course numbering that would clearly apprise a student of course transferability to the University and State University. The State University of New York (SUNY) has already drafted and implemented articulation models with New York's community colleges. These agreements specify which courses to take for transfer in different majors to SUNY.

Coordination of the Three Segments

The transfer problem cannot be solved without coordination among the three segments. Therefore, a board including representatives from each of the segments should be established to oversee programs designed to increase minority student transfers from Community Colleges to the University and State University.

In addition, the 25 Community Colleges with the highest percentage of Black and Chicano students should become targets for specific transfer programs working in conjunction with the University and State University.

All three segments should work together to strengthen the academic preparation of Community College students and create greater uniformity in course content based on systematic academic performance standards.

The University of Texas at Austin has made the community colleges in that state with the highest percentages of minority students the target of focused recruitment efforts. The results of this endeavor have been positive.

CONCLUSION

It is no longer a matter of educational autonomy but rather of critical statewide concern that minorities are disproportionately enrolled in the California Community Colleges without viable mechanisms for transfer to the State's four-year segments. Whether by intent or default, California, pursuant to its Master Plan, has fostered a segregated higher educational system. Either the Master Plan must be revamped to permit all students access to public four-year colleges and universities, or the transfer function must be made workable by immediate and concrete provisions. The transfer function must be designated a high priority at the California Postsecondary Education Commission, and Community College students who seek to transfer must be accorded a position of prominence and importance among the three segments of higher education. These students can no longer be the stepchildren of higher education institutions.

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PROBLEMS IN ARTICULATION

1. General education requirements at four-year campuses have undergone a series of transformations in recent years. Accordingly, there is a lack of information among Community College counselors and students as to which of their courses are actually transferable.

2. Students seeking an A.A. degree or certificate in some specialized fields must often take courses which are not transferable to four-year institutions nor which can be used to satisfy requirements for a major at the senior institution.

3. The proliferation of enrichment and vocational courses on Community College campuses allows students to complete requirements for the A.A. degree program by including many courses that will not transfer to four-year institutions.

4. When Community College students attempt to transfer from a semester system to a quarter system or vice versa, they often lose credit in the process.

PROBLEMS IN RECRUITING COMMUNITY COLLEGE STUDENTS

1. Reports show that Community College students rarely go beyond their local environs when considering four-year higher educational institutions. Moreover, they generally lack understanding about the range of academic programs and opportunities found at independent institutions. When it comes time to transfer, Community College students are usually funneled through the pipeline to the local State-controlled university. Offering the option to attend an independent institution requires more research and more activity on the part of both the student and the counselor, since each independent institution has its own requirements and mission. However, it is more to the advantage of the student if the research turns up with an educational opportunity which better fits the needs and interests of the student.

2. Many Community College students have no understanding of what a liberal arts baccalaureate program can do to enhance their future career opportunities. The American Association of Colleges and the National Endowment for the Humanities recently published an exemplary report entitled Humanities and Careers in Business, which indicates that more of those

with liberal learning backgrounds rise higher in the corporate world than those without.

3. The limited number of articulation officers and course credit articulation agreements on both Community College and independent college campuses prevents students from realizing their full transfer credit potential. This is a special problem for independent institutions, where each additional course a student must take at the senior institution represents a significant extra cost.

4. Some Community College catalogues often do not have clear and concise descriptions of courses. This problem sometimes results in short-changing credit when an admissions evaluator checks over a Community College transcript.

5. Many Community College students, especially those from minority groups, assume that independent colleges are havens for rich, white students. It has been difficult to convince some legislators that such an assumption is incorrect.

PROBLEMS WITH FINANCIAL AID

1. Most Community College students are unaware of the financial aid programs made available by independent colleges and universities. (AICCU has made booklets available such as Consider Going Independent which addresses some of the transfer students' concerns.)

2. Financial aid eligibility criteria vary among the segments, and students may lose out if they miss critical application deadlines. It would be very helpful to supply more guidance to students interested in independent institutions, especially information concerning financial aid applications and program eligibility. The difficulty of notifying students, however, is recognized. Students often do not read signs, advertisements, or even letters.

WHAT CAN COMMUNITY COLLEGES DO TO IMPROVE THE TRANSFERABILITY OF THEIR STUDENTS TO INDEPENDENT INSTITUTIONS?

1. Establish a transfer center on each Community College campus where students can go at specific times to meet with representatives from independent colleges (as well as others) and to pick up current resource material. The independent institutions would be most willing to participate in such an endeavor.

2. Work for the implementation (within limits) of the California Articulation Number (CAN) system which would provide guidance personnel at both ends of the transfer function with consistent information about course content, particularly with regard to courses which are common to many institutions.

3. Hold more orientation programs for students entering Community Colleges that describe what courses they should plan to take if they eventually want to enroll in a four-year institution.

4. Provide all senior institutions with an up-to-date catalog (with good course descriptions) each year at no cost.

5. Identify articulation officers on each campus who are responsible for negotiating articulation agreements. Regional associations are an excellent vehicle for such arrangements.

6. Set a policy for advising students to take a demanding curricula, including basic general education requirements of four-year institutions.

7. Hold seminars on financial aid for Community College students with guest speakers from independent colleges and universities.

WHAT CAN INDEPENDENT COLLEGES DO TO MAKE IT EASIER FOR QUALIFIED COMMUNITY COLLEGE STUDENTS TO ENROLL ON THEIR CAMPUSES?

1. Generate articulation agreements with regional Community Colleges that clearly spell out what courses may be substituted for one another. Again, regional associations are an excellent vehicle for expediting such arrangements. The CAN system would also help.

2. Provide local Community Colleges with inserts for their course catalogs (at least those in the areas which experience considerable transfer activity). These inserts can delineate degree program requirements at the institutions to which students intend to transfer.

3. Hold a mandatory transfer interview for incoming students in which all course requirements and degree credits are thoroughly discussed.

4. Identify one admissions officer as the articulation officer for Community College transfer. This person is to be responsible for all articulation agreements between the four-year institution and Community Colleges in the State.

5. Volunteer financial aid officers to visit Community Colleges and spell out the various forms of aid potentially available to students.

6. Support the CAN system and accept for credit all courses which have identical CAN numbers, particularly the basic courses.

7. Pursue the implementation of new financial aid programs for minority and disadvantaged students that would allow students to work in a field of occupational interest and also attend classes.

ROBERT O. BESS

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The California State University

Some 113,000 (45 percent) of The California State University's 1982-83 undergraduate students (251,000) were Community College transfers. For years, more than 60 percent of our baccalaureate graduates have completed a portion of their undergraduate study in one or more California Community College. Thus, in a very real way the "health" of their transfer function is a significant aspect of our own "health."

TRANSFER STUDENT STATISTICS

Before commenting upon a number of issues, I would like to share a personal perspective on the "transfer decline." In doing so, I will use some numbers, but only to illustrate. These data are either in the hands of staff or are readily available upon request.

- In 1970-71 we enrolled about 49,000 new Community College transfers, or approximately 19 percent of Prior Year California Community College Full-Time Day Graded Enrollment. (This is not intended to suggest that only full-time students transfer. It is simply the best basis we have for monitoring and making comparisons.)
- By 1976-77 that percentage had dropped to 15.5, but new transfers had increased to 51,000 (during the same period Community College day enrollment had grown by 30 percent).
- In 1980-81 we enrolled 47,000 Community College transfers (17.3 percent).
- In 1981-82 that number fell to about 45,000 (16.1 percent).
- Last year the number increased, but only slightly.

Thus, in the last 13 years there has been a real loss in annual transfer volume of 4,000. Had we compared current enrollment with that of 1969-70, however, we would see a real gain of some 1,200. I note this by way of suggesting the need to look at this issue in some detail before drawing any conclusions.

To some degree, what has been characterized frequently as erosion can be traced to enrollment priority policies which have been in place for nearly two decades, since we first found it necessary to limit enrollment at San Francisco and San Jose in 1965-66. By giving priority to upper-division transfers, especially those from California Community Colleges, we immediately increased the number of transfers and forced some prospective California State University first-time freshmen into Community Colleges, thus, increasing the pool of future transfers. This continued to the mid-1970s, when pressures generally eased.

Whether we say that the number of transfers has decreased over the past 13 years or increased over the past 14 years, we ignore the important questions: Was it reasonable to expect that more students would have transferred during the period if we had done things differently? Can we bring about higher rates of transfer in the future? We certainly hope so, but information available to us does not give one much to work with.

There isn't much comparative data concerning other states. Among Florida, Washington, Minnesota, Arizona and Illinois -- states most like California in terms of ratio of two- to four-year institutions and proportion in transfer-type courses -- two have a larger proportion of their population who completed four or more years of college, and the other three are comparable. If one assumes that the California percentage (5.8) is influenced to some degree by in-migration of degree holders and thus is an overstatement of our "performance," it isn't hard to begin to suspect that the proportion ought to be higher and that the transfer ratio should be higher. Couple this with a desire that it be so, and we come to a working hypothesis that transfer rates can and should be higher.

A fundamental reason for asserting this hypothesis in positive form stems from our concern for overcoming underrepresentation of Blacks and Hispanics. Students from these groups are more likely to enroll first in a Community College. However, they are less likely to transfer than others.

I will return later to consideration of how we might achieve this growth.

A final word on transfer rates: There is substantial variation among the 106 Community Colleges. The average rate is 16.1 percent. Thirteen colleges have rates which are 10 percent or lower. Fifteen have rates 20 percent or higher. It is difficult to discern much pattern among the high and low groups except that small, geographically isolated campuses are more likely to fall on the low side.

Another potentially useful index of transfer health is the difference between student academic performance before and after transfer. We have monitored that difference since 1979, and it has remained fairly constant. More recently we have provided systematic feedback to Community Colleges which compares the grade-point average (GPA) earned by transfers from each Community College with that earned after transfer. The report also provides the GPA for all Community College transfers, all native students, and all students. As trend indicators, these reports will become more useful over time. For the time being, we can say the following: The grade-point differential after transfer has been fairly constant over the past four years, about .20 lower after transfer. Most students earn first-year after-transfer GPAs which are less than .20 lower than their Community College GPA. A very small number of Community Colleges show differentials of .50 or more, and a comparable number have differentials which are negligible or higher after transfer. (You may wish to consider the reasons for this, bearing in mind that we do not know what the "ideal" relationship would be.)

ADMISSION REQUIREMENTS

The Ad Hoc Committee expressed interest in our admissions requirements and their implications for transfers. I believe there are at least two issues here which should be of concern to the committee.

- First is the fact that we have amended our admission requirements so that transfers will be subject to the same four-year English and two-year mathematics college preparatory requirement as are first-time freshmen, beginning next year. Actual implementation procedures for this change are being developed in close cooperation with Community College chief instructional officers.

- Behind the requirements themselves, there is a high level of concern about the adequacy of preparation they represent in particular instances. While this concern exists on all of our campuses and is not specific to the transfer student, the absence of common or comparable placement/diagnostic tests and reported differences in freshman composition class sizes between The California State University and California Community Colleges represent particular problems which demand attention. It is important not only that the quality of preparation in these basic areas be comparable but that faculty perceive it as comparable. Our suggestion to several Community College districts that we join forces to pilot test the use of our Entry Level Mathematics (ELM) Examination has been enthusiastically received. Much further from resolution is the matter of comparable measurement of writing skills. I doubt there are many issues so significant as this one. An assessment program which would support common understandings about performance standards in English and mathematics would not only serve students well, it would lead to a complementary level of trust between the two faculties.

  As we look to the future, the high school preparation of Community College students will become more and more significant. As the course specifications for required college preparatory courses are fully implemented, our faculty will come to expect certain skills and abilities of entering students. If the Community College student does not have preparation similar to the "native," the assumption will be that those who transfer are less well prepared. The California State University is now considering the adoption of a comprehensive college preparatory requirement later in this decade. We want to explore common adoption by all segments of a prescribed or recommended pattern of courses for all baccalaureate-bound students. We believe this would do much to define a common basis upon which all institutions would build their curricula.

OTHER CONCERNS

Our enrollment planning continues to take into account the special relationship which has existed between The California State University and California Community Colleges for many, many years and was formalized in the Master

Plan. Stated most simply, we hold that so long as a substantial portion of the State's college-bound population is expected to complete its lower-division study in Community Colleges, we must do everything possible to ensure that Community College students' opportunity to continue is comparable to that of native students. Thus, when we set quotas, we take into account potential demand by qualified transfers.

The great majority of transfers have ready access to the program of their choice, but some programs are impacted. For those, it is our policy that native and transfers have similar opportunity for access. Although the system is probably not perfect, the infrequency of complaint suggests to us that it is working well.

When one reflects upon the opportunity for interaction among 19 campuses and 106 institutions, it is not surprising that much which is positive is overlooked; nor, are instances of dysfunction unexpected. To prepare for this meeting, I asked several members of my staff to contact various State University campus officials. We talked with vice presidents, deans of undergraduate studies, admissions and school relations staff, Educational Opportunity, Student Affirmative Action, and financial aid directors. There was a clear consensus that working relationships were good. Academic concerns tended to focus on the matter of comparability of skills assessment and uneasiness about our respective approaches to instruction in these areas. Several indicated that extensive and extended dialogue around our new general education program had provided special opportunity to achieve improved curricular articulation. My own contact with Community College Chief Instructional Officers confirms this.

The single most frequently expressed concern was over inability to identify systematically prospective transfers as an aid to outreach. This is the same concern which is reflected throughout the MALDEF petition. Community College discussions about matriculation and the new emphasis on assessment and orientation of entering students give hope that this problem can be addressed effectively in the very near future.

SPECIAL ACTIVITIES

It is difficult to choose from among the many special activities which were called to our attention. The following illustrations suggest something of the wide variety of those activities:

1. Widespread and long-standing are regional liaison groups. Fullerton pioneered this and continues bimonthly meetings with its area Community Colleges. Several organizations such as the Tri-Valley Alliance, the Central Coast Higher Education Council, and the Regional Association of East Bay Colleges and Universities involve other four-year institutions as well.

2. The California Articulation Number (CAN) project is a voluntary effort among Community Colleges, California State University, University of California, and some independent colleges to identify with a common

number those courses which are considered "equivalent" for purposes of meeting particular lower-division requirements.

3. Several California State University campuses, especially in urban areas, make weekly or biweekly visits to feeder Community Colleges. Counselors are available at a regular time to confer with Community College counselors and to talk directly with students. San Diego State University is establishing a permanent "transfer center" at Palomar College.

4. San Francisco State University and City College of San Francisco have jointly hired an outreach counselor who divides his time between the two campuses.

5. California State University, Los Angeles, has "Transfer Agreements" with Glendale, Los Angeles City College, and East Los Angeles College which provides for early identification, provision of special services, including early course evaluation, and the teaching of selected upper division courses at the Community Colleges.

Over the years we have worked closely with our Community College colleagues to ensure optimum curricular articulation. While there is always need for fine tuning, I believe that we are in better shape in this regard than ever before. Under jointly developed policies, Community Colleges are able to specify which of their courses are to be applicable to our baccalaureates. They can assure students that particular courses will meet general education and history and government requirements anywhere in the system.

Two programmatic areas in particular merit special note because they are so closely related to our efforts to overcome underrepresentation of several ethnic groups -- Educational Opportunity Programs, and financial aid.

- Educational Opportunity Programs (EOP) enroll a substantial number of transfers, the overwhelming majority of whom come from Community Colleges. Last year 2,300, or 40 percent, of our new EOP students were transfers. By and large, working relationships are good, and regular frequent visits to Community Colleges by EOP outreach staff are characteristic of almost all. Again, here the major difficulty appears to relate to early identification and follow-through. Random comments about misinformation about transfer requirements and inadequate counseling may be a reflection of the joint consequences of the complexity of articulating the programs of 19 campuses and the relative inexperience of staff in many newer programs such as EOPS. We need to give further attention to the interface of EOP and EOPS.

- Perhaps the single most frequently expressed concern about transfer involves continuity of financial aid. It is heartening that such concerns rarely involve differences in standards or criteria. Most often we hear that Community College transfers are at a disadvantage because they apply late. If this is a real problem, we ought to be able to correct it readily. For our part we intend to review our policies and procedures and informational activities and make needed adjustments. We hope that one by-product of matriculation, assessment, and earlier identification of transfers will be increased ability on the part of Community Colleges to see that prospective transfers do apply in a timely fashion.

Speaking of information, you may already be aware that the segments are cooperating through the Educational Round Table to publish a general transfer information brochure. This would ensure that all prospective transfer students (even while they are still in high school) have key facts necessary to their educational planning. We have undertaken publication of a more comprehensive California State University specific Transfer Book as well.

CONCLUSION

I would like to conclude my remarks by asserting that the health of the transfer function is significantly better than one might expect given the fiscal realities of the past few years. This should not, however, cloud the fact that there are problems to be solved and issues to be addressed.

To summarize:

1. It is critical that, wherever possible, prospective transfer students be identified early in their Community College career, assessed, and appropriately prepared. It should become routine for the four-year segments to anticipate prospective transfers and provide written information and opportunity for personal contact well in advance of the point of actual transfer.

2. We need to find ways to ensure that our respective faculties have confidence in the approaches used by both segments to assess entry-level skills. A common test is the most obvious, but there are other possibilities as well.

3. Every effort should be made to bring together faculty from the two segments, to reinforce common understandings about high school preparation, and to contribute toward common understanding about basic areas of college-level study common to our curricula.

4. And finally, we should continue to review and monitor the implementation of the many policies and procedures which impact upon both segments. Here I speak of our transfer credit policies, course certification procedures, and similar shared responsibilities. Although, in general they are working, I am certain they can be made to work better.

ALICE COX

Assistant Vice President, Student Academic Services
University of California

I have been asked to comment on a series of major issues affecting potential Community College transfer students to the University. I will take each topic in order, and highlight for you the University's position on these issues.

THE UNIVERSITY'S ENROLLMENT PLAN

First of all, I want to comment on the University's Undergraduate Enrollment Plan and its implications for the accommodation of Community College transfers. The University's Undergraduate Enrollment Plan for 1983-88 attempts to project what student demand for the University's programs will be in the coming five years and how academic plans should guide campuses in responding.

The major forces whose effect on enrollment the Plan examines are the recent surge in student demand, the expectation of demographic change, the possibility of improving retention and participation, and the campus's individual academic goals. At the time the Plan was prepared, it was widely expected that, for demographic reasons, there would be some decline in student demand during 1983-88, and projections in the Plan reflect that expectation. These projections have not proven entirely accurate, however, for 1983 or for 1984, and enrollment has exceeded projections.

It is the University's goal to accommodate all qualified applicants both at the freshman and at the advanced standing level; this goal is one of the basic assumptions of the Plan. Although campuses have experienced some problems, especially for Fall 1984, in accommodating the unexpected increase in the student demand, there has been less difficulty in this area in regard to admitting students at the advanced standing level. In fact, current University admission policy gives highest priority to qualified transfers from California Community Colleges who have completed two years of transferable academic work (84 quarter or 56 semester units). Furthermore, for the future, the University's Plan projects a larger decrease at the freshman level than at the advanced standing level. We will continue to make every effort to accommodate qualified advanced standing applicants, and we expect that during the coming years campuses will come considerably nearer to the 40/60 lower and upper division ratio envisioned by the Master Plan.

NEW ADMISSION REQUIREMENTS

Now let me comment very briefly on the new freshman admission requirements and their implication for transfer students. There has already been a small change in requirements for transfers, in that beginning with Fall 1984, all transfer applicants are required to have completed the equivalent of four years of English and two years of mathematics if they had not completed these courses in high school.

The University has adopted new freshman admission requirements for students graduating in June 1986 and thereafter. Although there will be a three-year "grace period" -- until 1989 -- for those students who graduated prior to June 1986, the changes in freshman requirements will have a definite impact on all transfer students. Let me explain why. The eligibility of transfer students is determined by examining their high school records to ascertain how many freshman admission requirements were or were not completed at the time of high school graduation. Since the new 1986 freshman standards call for an increased number of academic subjects to be completed in high school, transfer students will be asked to complete some of those required subjects not studied in high school. Briefly summarized, the new freshman requirements include three units (one unit equals two semesters) of mathematics instead of two, and four units of elective courses instead of one or two. They also call for seven academic units out of the fifteen total required to be completed in the last two years of high school. In conclusion, based on the status of their high school records, transfer students may be required to take some of the required courses not studied in high school at the Community College to gain admission to the University.

EFFORTS TO INCREASE TRANSFERS

On a different note, I'm pleased to report that the University has experienced increases in the number of Community College transfer students in Fall 1982 and 1983. The University, as well as other institutions, became concerned about the decline in the number of Community College transfers in 1979/80 and efforts to correct the trend were initiated. The results of those efforts are now becoming evident and should continue in the coming years.

Most campuses have established programs designed to assist local Community College students in transferring. One of the most successful of the University's special programs for transfer students is the SBCC/UCSB Transition Program, initiated and jointly funded by University of California, Santa Barbara, and Santa Barbara City College in 1982-83. In 1981, the Santa Barbara campus received the second highest number of transfer students of any campus in the system. Since the establishment of the Transition Program, that number has increased. Furthermore, Santa Barbara City College provides the University with the greatest number of transfers of any Community College in the State, and in 1983 that number was at an all time high. In contrast to all other Community Colleges, Santa Barbara City College in 1983 sent more students to the University than to the State University system -- Ventura also has such a program now.

The program has a counselor, jointly employed by UCSB and SBCC, who spends a substantial part of her time on the City College campus advising students, working with College and University faculty and staff, and generally planning and coordinating all aspects of student transition from SBCC to UCSB.

A special feature of the Transition Program is a concurrent enrollment opportunity for students. Beginning in Fall 1984, SBCC students who participate in the program will be permitted to enroll in one course per quarter at UCSB while still attending SBCC. This feature of the program will be particularly beneficial for those students unable to complete all course preparation for transfer because these courses are not offered at City College.

A similar program has been established at the Davis campus of the University with five of the surrounding Community Colleges. The Irvine campus has developed a close working relationship with the Los Angeles Community College District and soon should have available a comprehensive computerized system for identifying and assisting students interested in transferring into four-year programs. At the Berkeley campus, faculty and administrators meet monthly with their counterparts from Bay Area Community Colleges to discuss transfer problems and to develop means for improving access to the University.

These are just a few of the on-going efforts in which University campuses and Community Colleges are actively involved. We believe that the recent increased numbers of transfers reflect the results of these programs. However, we still do not have sufficient data to determine the reasons for the increases.

ISSUES FOR FUTURE ACTION

Although we are pleased that the number of transfer students is increasing, there are still issues and problems which need to be addressed. Some of the most immediate issues are the need to increase the transfer rates of underrepresented minority students who are well represented at the Community Colleges, adequate preparation of students so they can successfully compete at the University level, and impacted majors and campuses at a time when underrepresented students and Community College transfers are being encouraged to consider the University.

GUS GUICHARD

Executive Vice Chancellor, California Community Colleges

The Community College transfer function has become a topic of high visibility and increased concern to students, Community College personnel, legislators, and state policymakers.

The Board of Governors has identified the transfer function as one aspect of the Community College mission on which special emphasis should be placed in 1984 and has listed transfer as part of the Board's basic agenda for 1984. In addition, the California Postsecondary Education Commission has impaneled an ad hoc committee of its members to review and make policy recommendations regarding Community College transfer. The California Round Table on Educational Opportunity has established as one of its priorities the improvement of Community College transfers, thereby acknowledging the intersegmental cooperation necessary for such improvement. These three initiatives are indicative of concerns about the Community College transfer function which reflect specific criticisms by various civil rights groups, students, some four-year institutions and others regarding:

1. The low rate of transfers among underrepresented groups.
2. The quality and availability in some Community Colleges of instruction offered to those students who intend to transfer.
3. The adequacy of fiscal and logistical support for potential transfer students.
4. The accessibility and timeliness of information about transfer.
5. The usefulness of specific Community College programs designed to ease the transition between Community Colleges and four-year institutions.

In outlining a plan of action for Board of Governors' endorsement, we recognize the complex interaction of organizations, persons, and events which have a potential for impacting the conduct of the transfer function in Community Colleges. It is our intention to sort out these elements, assign priorities, and recommend Board and staff actions which will serve to orchestrate these elements toward an improvement of the transfer function. In so doing, we will also respond through this plan of action to requests from the California Postsecondary Education Commission and the California Round Table on Educational Opportunity to address their initiatives in this area.

In order to set the stage for our activities, it's important that we obtain the most current and reliable data on the rate and performance of Community College transfer to four-year institutions. This data will provide a benchmark against which we can evaluate the impact of other efforts we will undertake.

OBTAINING BASE INFORMATION ABOUT THE CURRENT RATE AND QUALITY OF PERFORMANCE OF COMMUNITY COLLEGE TRANSFERS

We will gather and analyze evidence on the rate and performance of Community College transfers (to four-year institutions) and on the so-called "reverse transfer" (from four-year to two-year institutions).

The rate of transfer will be examined for the past two decades by relating the number of transfers to the "pool" or number of potential transfer students. The number of transfers to the University and the State University (70 percent of the total) is known; the balance who attend private institutions or go out-of-state must be approximated.

The potential pool of transfer students will be estimated by proxy factors. These proxies are constructed by relating data on students with known transfer objectives to other known factors such as academic load, and the age and other demographic characteristics of those students. The Chancellor's Office Information System, together with studies like "Through the Open Door" and "Statewide Longitudinal Study," FIPSE Project results, and non-California information, will form the basis for this work.

Supplementing this time-series analysis will be a review of the apparent differences in transfer rates among Community Colleges. This analysis will attempt to explain those factors possibly contributing to such differences: community demographics, labor market characteristics, individual preferences, existence of other institutions, relative costs of enrollment, and the like.

Statewide offices of the University and State University will be contacted in an effort to collect evidence on the upper division performance of transfer students. This work will build on measures like upper division GPA, time through upper division, and student satisfaction. To be useful, data on Community College transfers should be separated into two subsets: (1) those originally eligible to attend either of these institutions, and (2) those not originally eligible to attend.

The "reverse transfer" will be examined by reference to the Chancellor's Office Information System and to work begun by the CACC Research Commission. Since the number of reverse transfers often exceeds that of "normal" transfers, it is important to identify and assess the varied reasons for such enrollment behavior. Reverse transfers range from the student who "started at the four-year institution, dropped out and enrolled at the Community College with the intent of returning to the four-year institution" to the student who "has a bachelor's or higher degree but has enrolled in a Community College to obtain an employable skill."

Examining the rate and performance of Community College transfer students will, we submit, provide a quite different context for policy discussions than has been provided by previous examinations of just the changing numbers of transfers. Reliance solely on numbers of transfers has sometimes led to faulty conclusions about the energy California Community Colleges are putting into transfer education.

Proceeding from a defined base of information, the plan will accommodate several action components which will explore the following topics:

1. Improving Transfer Information
2. Evaluation of Student Financial Aid Impact
3. Matriculation Models
4. Exemplary Transfer-Enhancement Programs
5. Removing Intersegmental Barriers
6. Improving High School Articulation

Fundamental to all of these topics is the belief that improved preparation of high school graduates will contribute, over the long run, to enhancement of the Community College transfer role.

IMPROVING INFORMATION PROVIDED TO STUDENTS ABOUT TRANSFER OPPORTUNITIES AND PROCESSES

Central to the effective transfer of students from the Community Colleges to four-year institutions of their choice is the provision of current, accurate and helpful information about course and program articulation, knowledge of facilitating access routes and access to procedures that serve to lessen the impact of transfer stress. Many groups and individuals have suggested a range of activities and modifications that are thought to make information more sensitive to student use. These suggestions range from completion of a common course numbering system to identifying course articulation requirements within the catalog description of each course. While the feasibility of various corrections to the current provision of information needs to be tested, we intend to work closely within this component with the institutions represented by the California Round Table on Educational Opportunity stipulated in their newly adopted statement on "Increasing Community College Transfers." Those proposed actions include a consideration of the following steps:

1. Development of a short brochure designed to present the transfer alternative to those promising students who have yet to consider transfer to a four-year institution as an option. This would be accomplished by making the brochure available to all Community College students.

2. Requesting all Community Colleges uniformly to designate transfer courses and to include basic segmental transfer information in their catalogs.

3. Requesting Community Colleges in concert with appropriate four-year institutions in their areas to improve catalog information concerning prerequisites for specific majors at four-year institutions.

4. Developing proposals for the establishment of transfer centers supported, in part, by four-year institution staff and information.

5. Encouraging four-year institutions to provide special orientation/transition programs for transfer students.

6. Exploring the potential of MESA-type programs to work with potential transferees during their Community College years.

PROVIDING ADEQUATE STUDENT FINANCIAL AID AND OTHER SUPPORT SERVICES TO TRANSFER STUDENTS

One clearly identifiable problem is the discontinuity of financial aid eligibility as a needy student transfers from a Community College to a four-year institution. Even with the most sophisticated students, there is often an inability to "successfully negotiate the system" and maintain financial aid eligibility in the receiving institution. Both federal and state legislation should be reassessed in order that proper statutory changes can be made to allow continuity of financial aid eligibility for transfer students with identified need. Alternatively, a "transfer grant" program might be considered as a new financial aid program. The imposition of first-time tuition (fees) and the likely application of matriculation components suggest the usefulness of such a new grant program.

Student support services for transfer students begin with the task of identification of potential transfer students. While this operation can be carried out as a part of the matriculation process, that process seems better designed for monitoring student progress and providing assistance as needed. With or without a comprehensive matriculation process in place, it seems that at least the following would be needed to support the transfer students.

Improve the identification of potential transfer students by systematically following up on information already available on all students:

1. Students who perform well on English, reading, and math placement tests;

2. Students who have a high GPA;

3. Those who perform well in "transfer" or general education courses; and

4. Students who indicate on their application or registration sheets that they are considering transfer.

In respect to providing student services to potential transfer students:

1. There is a need to consider centralizing the communication network by designating on each Community College campus a person or office with proper authority for the gathering and disseminating of information, for the coordination and evaluation of course-to-course and student services articulation efforts with the four-year institutions and with the secondary schools.

2. This designated administrator or office should have the proper authority and resources to coordinate counseling and faculty advising services within each campus including coordination of inservice training components. In addition, the office would coordinate and supervise the process of the early identification of potential transfer students, provide

special orientation services and provide strong academic counseling components as defined in Title 5 regulations. The office would coordinate all other aspects of student services on and off campus to ensure proper follow-up assistance to transfer students.

It is important to note that the concept of a "transfer center" (which form this could take) should not be discussed as a function solely within a Community College, but would be equally important at the four-year institutions.

USING PILOT MATRICULATION COMPONENTS IN A TRANSFER SUPPORT STRATEGY

The Board has underway a study of a formal matriculation model or process as one of the three activities of the Task Force on Academic Quality, and is looking forward to reviewing the results of that study in April prior to submitting a report to the Legislature. Melding the needs of all students for systematic guidance and evaluation with the importance of helping one sub-set of students, those who intend to transfer, is a major expected outcome of our work in this area.

In integrating pilot matriculation components into a transfer support strategy all of the elements mentioned in the Matriculation Model would apply in improving the overall transfer rate. However, for underrepresented groups the following are even more critical -- identifying deficiencies in basic skills and special student needs through cognitive and non-cognitive assessment components; providing assistance in course and program placement to students with career choice problems; providing a necessary support base through counseling services and study skills development to enable students to succeed; utilizing counseling and faculty advisement in an integrated and coordinated way with other college resources to help keep students in college.

Important also is the recognition that in the implementation of a matriculation process, there is a special obligation to start in those institutions with large percentages of underrepresented students.

IDENTIFYING AND UTILIZING THE MOST SUCCESSFUL ELEMENTS OF EXISTING TRANSFER ENHANCEMENT PROGRAMS

Knowledge about current programs and services which effectively enhance the transfer process is a vital part of our effort to strengthen the vitality and success of the Community College transfer function. Many institutions have already established renewed emphasis on the transfer process and others are planning to do so. These include, for example, Santa Ana College, Santa Barbara College, colleges of the Los Rios District, El Camino College, East Los Angeles College, Cypress College, Palomar College, Butte College, and Chabot College. Consequently, we will work in concert with these and other colleges to identify outstanding programs and services, with the intention of identifying and supporting those programs and components which play a significant role in enhancing the transfer function.

PROVIDING WAYS OF IDENTIFYING AND REMOVING INTERSEGMENTAL BARRIERS TO EFFECTIVE TRANSFER OF COMMUNITY COLLEGE STUDENTS

This paper has earlier identified a transfer problem -- call it a barrier -- that exists in the area of student financial aid. There are occasional references to practices and policies of four-year institutions which have served to inhibit or reduce Community College transfers; however, there is little consensus on the size or scope of this problem. In concert with other members of the Education Round Table, we will explore this area through regionally called intersegmental symposia which involve faculty and administrators and by requesting four-year institutions, in consultation with Community Colleges in their immediate service areas, to identify and seek to modify any admissions practice or policy that serve to inhibit the effective transfer of Community College students.

DEVELOPING WAYS OF IMPROVING COMMUNITY COLLEGE ARTICULATION WITH HIGH SCHOOLS

Articulation with the secondary schools is a delicate problem for Community Colleges to which we have been able to devote but very limited resources. Most articulation efforts with high schools have not enjoyed much success or visibility. During the rapid growth of postsecondary education in California during the 1960s, the role of Community Colleges has been broadened and an increasing array of courses has been offered.

Perhaps articulation with secondary schools might best be thought of as a guidance operation in which the role of Community Colleges is displayed in its entirety and prospective students are shown the distinction and means of identification of guidance activities, remedial courses, occupational courses and transfer courses. Status perceptions held by prospective students must be addressed because it is apparent that Community Colleges have been losing qualified transfer students to the recruiting efforts of the public and private four-year colleges and universities. Yet the success rates of Community College transfer students are good, and the education they have received is less costly than that at the four-year schools. The function of articulation is to smooth the progress of the students from one segment to the next. Articulation with secondary schools by the Community Colleges, individually and collectively, must be strengthened and improved. To this end, there are two articulation projects currently underway at Sacramento City College and Gavilan College. We look to these projects to provide up-to-date ideas about improvement of the articulation process.

Recently,,the Articulation Council of California has been strengthened, streamlined, and the secretariat function reassigned. A major emphasis of the Articulation Council will be improved articulation among all segments including secondary schools. The Chancellor's Office is now the appointing authority for our segment's participation and we intend to support and enhance secondary school participation in the Council's activities. Hopefully, improvements in the articulation process may be incorporated as the agency addresses the Board of Governors' priority emphasis on improving the transfer function and the Board's minimum standard for improved articulation.

These then are the major activities we plan to pursue in the next few months. We believe that a strong and viable Community College transfer program is absolutely essential to the health and vitality of California higher education. We are committed to working toward that end.

APPENDIX A

Ford Foundation Urban Community College Transfer Opportunities Projects in California

Note: These descriptions are excerpted from *Urban Community College Transfer Opportunities Program, New Initiatives for Transfer Students*, to be published in June by Networks, Bronx Community College, South Hall, University Avenue and 181 Street, Bronx, New York 10453

COMPTON COMMUNITY COLLEGE

Founded in 1927, Compton Community College is located between Los Angeles and Long Beach in Southern California. The last two decades have witnessed a major change in the demographic character of the area of the college from predominately White and middle class to predominately Black and Hispanic and working or lower class. Each year the college graduates between 300 and 400 students, of whom between 75 and 200 go on to four-year institutions. Comparable numbers of students transfer without first earning an A.A. or A.S. degree. While a clear majority of those transferring to upper division study are enrolled in academic programs, a significant number also come from the vocational education division, most notably from such areas as data processing, engineering (which includes robotics and computer-assisted design), and business.

As a result of its participation in the UCLA Consortium (1971-1976), the University Bridge Program (1977-1982), and the South Coast EOP Consortium, the college has been able to assist its students to articulate with four campuses of the California State University and with UCLA.

The major problem facing Compton students when they decide to transfer is that although many think they have enough credits, they frequently learn that several of their earned credits are not transferable. This is, of course, discouraging. In addition, most of Compton's students come from a community that is not very supportive of higher education. Unemployment is very high and their parents' education level is generally low. Students also have a low self-image.

RECRUITMENT OF STUDENTS

Students are identified and recruited in junior high and intermediate schools, in the high schools, and on the Compton campus. In each case workshops and presentations are conveniently scheduled for students, parents, counselors and faculty. Counselors, both on campus and at the area high schools, are involved in recruiting students for the honors program. Proven aptitude measured in terms of prior academic achievement (GPA of 3.0, letters of recommendation from faculty, and the completion of college English in the ninth grade) is the major criterion for acceptance into the program and determining the receiver institutions toward which the students should be directed. In its first year, the honors program admitted 75 students, 50 from local high schools and 25 from the campus. Twice this amount will be served in the second year, with a stabilized, balanced total being reached by the fourth year.

The recruitment phase of the honors program emphasizes the importance of involving high school students as early as possible. The program is publicized using fliers, posters, direct mail, traditional news media, and the local cable TV channel.

HONORS PROGRAM

The honors program has two segments, one for secondary students, and the other for Compton students. Beginning in the ninth grade, the first year of university-level preparation, selected students enroll in advanced courses which meet university requirements for admission. Junior and senior students also take university transferable courses and thus get a headstart in their college course work. In addition, these secondary students are provided with a special orientation to college/university life through tours, meetings with postsecondary representatives, and college academic skills workshops. At the college, honors students enroll in more rigorous and academically demanding courses which prepare them for success at the university. Academic skills development workshops are an integral part of this program. Program participants receive special services and recognition.

CURRICULUM DEVELOPMENT

The Lockheed Math/Engineering Program was created in cooperation with Lockheed Corporation and the college's mathematics, engineering, and science departments. This program is designed to increase the number of Blacks and Hispanics in specific high-tech fields. Lockheed has agreed to provide limitless scholarships and training to as many Compton students who demonstrate academic progress in course work and satisfy the requirements for upper division standing in engineering at the California State University. To this end, a special agreement has been reached with the engineering department at California State University, Long Beach to admit Compton students into their engineering program, provided that they meet the conditions stipulated by Lockheed. In addition, faculties from the humanities are developing methods and materials for interdisciplinary courses that will be team taught. All university-transfer program participants are required to be involved in a series of academic skills workshops designed to enhance success, both at Compton as well as at the universities to which the students transfer. These academic workshops include such topics as note-taking, text outlining, essay writing, taking objective tests, time management, grammar and punctuation, and studying for exams.

FACULTY TRAINING

Periodic workshops are held for UCLA and Compton Community college mathematics and English faculties that focus on students' mathematics and writing skills. Similar workshops will soon be implemented in cooperation with district high schools. In addition, concrete methods for improving information dissemination and academic preparation are being shared and discussed.

ARTICULATION WITH FOUR-YEAR INSTITUTIONS

Compton is building upon a long-standing and positive relationship with the South Coast EOP Consortium. Articulated transfer agreements have been reached with each of the Consortium's three campuses of the University of California, four campuses of the California State University, and four independent universities. Consortium meetings are held every six weeks to assure that up-to-date information is properly disseminated. Various subcommittees which meet more frequently are organized around specific issues. In addition, a special emphasis is being placed on matriculating more of Compton students to the historically Black universities. Five of these institutions have been selected for special emphasis, and linkages have been established.

A computer-assisted program designed to facilitate articulation is currently being formulated. This program will provide a printout of the student's course work background and specific recommendations about courses the student needs for a particular school or program.

COUNSELING

A specially designated counselor works closely with the honors students and other university-bound students. In addition, all the staff members within the Office of Relations provide advice on transfer. Peer counselors, who are current university students, also provide advice on a variety of issues affecting students as they plan to make the transition. Special workshops conducted for the benefit of junior high school/intermediate school and high school counselors provide current information on university and program requirements. All program participants are strongly encouraged to tour at least one campus of each segment of higher education and are assisted with preparation of financial aid and admission applications. In fact, after admission applications are checked for thoroughness, they are taken in bulk to the local campuses, thus reducing lag time and insuring safe arrival in the hands of a specially designated contact person.

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LANEY COLLEGE, OAKLAND

A vocational high school since 1916 and a junior college since 1953, Laney College was officially established in 1965. Ten years ago, in 1974, Laney's enrollment peaked with an approximate enrollment of 16,000 students with 10,000 FTEs. Following a steady decline from 1975 to 1979, the enrollment is now again increasing. Since the 1979-80 low enrollment of 6,500, enrollment has continually grown to almost 13,000 in 1983-84. Currently 40 percent of these students are Black, 26 percent White, 18 percent Asian, 6 percent Chicano, and 2 percent Filipino. Since 1974, there has also been a decline in the number of transfer students to the California State College and University System -- the major receiver college system for Laney College students. The total number of transfer students for 1982-83 was approximately 200. This breaks down to 145 to the California State University System, 30 to the University of California System, and approximately 25 to private colleges.

Several programs to facilitate student transfer have been implemented. Agreements with both the University of California, Berkeley and California State University, Hayward, have enabled potential transfer students to concurrently enroll at Laney and at either of these institutions. In addition, Laney College organizes transfer days, at which time 20 of the receiver four-year institutions set up tables and offer specific information to interested students.

At Laney, the successful transfer of many students is inhibited because they have seriously deficient study skills and perform poorly in required mathematics and English courses. While academic support services are available, many students do not make use of them.

IDENTIFICATION OF PROGRAM STUDENTS

Students who have completed at least one-half of the A.A. degree are asked to complete a form that requests information about future transfer intentions. Those who indicate that they plan to transfer to a four-year institution are identified and recruited into the Student Transfer Program. The program is also described during classes in transfer level courses by program staff.

STUDENT SUPPORT GROUPS

Study Groups: Students who volunteer to participate in the program are given the opportunity to register for special sections of English 1A & 1B (Freshman-level English), intermediate algebra, and calculus. In these special classes, students work together in small, highly structured and intensive study groups. The study groups are made up of eight to ten students that meet four to six hours a week outside of class to study the specific subject area. An upper division or graduate student from a local university, proficient in that subject area, is the facilitator for the study group. Students who participate are asked to make a commitment of continuing participation. Their performance and attendance in the classes and in the study groups are monitored by the study-group facilitators, teachers, and program staff who consult with each other, as well as with the students on a regular basis. The students receive verbal feedback from the program staff.

Buddy System: After the study group members get to know each other, formal pairings are made on the basis of commonalities (i.e., similar majors) to provide additional support and another monitoring mechanism.

ORIENTATION WORKSHOPS

The workshop groups are made up of 15 to 20 students that meet for an hour and a half to two hours, twice a week to learn about study skills, transfer requirements and college support services. These workshops are presented by different professional staff from the college or from local universities. The workshop leader is an upper division or graduate student who leads a discussion following the presentation.

TRANSFER SEMINARS

One-hour informational presentations on study skills, academic and support services are presented by professional staff from the college and are open to all students. These sessions are less intensive than the workshops. All potential transfer students, however, are sent a letter every week announcing the topic to be discussed.

COUNSELING

Program students who are not participating in the study groups or workshops are called in for individual counseling.

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LOS ANGELES CITY COLLEGE

Minority enrollment at the Los Angeles City College increased in the last ten years from 66 percent to 78 percent. The increase in Asian and Hispanic enrollments from 13 percent to 22 percent since 1977 has raised the total English as a second language enrollment to over 60 percent and, therefore, necessitated changes in academic programs.

In the last ten years, student interest in both transfer and vocational programs has declined from approximately 44 percent to 33 percent with those declaring "undecided" and "other" increasing from 12 percent to 23 percent. Although approximately one-third of the college's students declare intent to transfer, the number of students transferring has declined in recent years by about 30 percent. Transfer seems to be most affected by the students' lack of basic skills in reading and understanding text material and in writing coherent responses to specific questions dealing with text material. Students often have several commitments outside of school which affect the number of hours they can actively devote to their studies. Also, students are often not aware of all of the information that they need to know in order to transfer. Currently, the disciplines with the highest transfer rate include biology, psychology, computer science, business administration, English, journalism, and music. The college's nine certificate and two-year health service programs continue to be maximally enrolled. Interest is also increasing in high technology programs, such as cable television technology and computer technology.

The college has had cooperative transfer programs with public four-year colleges and universities in the state. In the mid-1970's, the college was part of a federally funded consortium designed to provide assistance for students preparing to transfer to UCLA. This assistance included special classes, program advisement, counseling, tutoring, testing, and financial aid.

Academic preparation for transfer is emphasized. Approximately two-thirds of the college's transfers to the University of California and one-half of its transfers to the California State University were ineligible to enter these institutions as freshmen. Recent activities include a dialogue with California State University, Los Angeles to allow concurrent enrollment for students who have completed 30 units of work with a 2.4 grade point average, to pilot a counselor exchange program designed to assist transfer students, and to establish cross-discipline meetings between English and math faculty for enhancing articulation. Additionally, a Transfer Center on campus has been staffed by representatives from UCLA and CSULA; there is an annual Transfer Day which now features representatives from Black institutions nationwide; and an NSF-MISIP funded program has been institutionalized to encourage minorities to enroll in biological and natural sciences.

RECRUITMENT OF TRANSFER STUDENTS

Sixty students are enrolled in the content/skills integrated classes. Students are low-income minorities interested in transfer who are eligible to take both courses in the pair as a result of college placement examinations and have not previously completed either course. Fliers containing an application form that give students pertinent information about the paired courses are distributed to students by counselors and instructors. In addition, project team counselors utilize appropriate college records (i.e., financial aid eligibility lists) and meet with appropriate groups (i.e., American Cultures classes that have high minority enrollment) to identify potential program participants.

CURRICULUM

The college is initiating an instructional delivery system that integrates academic courses, skills courses, and counseling. The model teams instructors, one representing an academic discipline and one representing one of the skills disciplines, in curriculum development and instructional delivery. This integrated approach ties skills training into academic courses that students are taking thereby facilitating the learning of skills necessary to master academic content. One course in each group was selected from the skills area of English, speech, and mathematics. The academic courses, business, data processing, history, and physics were selected based upon the facts that they are transferable, fulfill a general education and/or transfer major .requirement, and have an appropriate skills level. The academic course is paired with the skills course at the designated prerequisite level. In the English-business data processing and English-history pairs, students receive six hours of credit. In the mathematics-physics pair, students receive seven credits. The model also teams the academic and skills instructors with the counselor in student assessment, guidance, and evaluation. Such co-teaming enables the college to understand and address the totality of a student's needs. Students receive individual guidance and are referred, when necessary, to college support services, such as tutoring. Counselors are selected on the basis of interest and experience in curriculum development.

Project Director: Peter E. Sotiriou

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LOS ANGELES HARBOR COLLEGE, WILMINGTON

The composition of the Harbor College student body reflects the nature of the college's surrounding environment; Asians, Blacks, and Hispanics each comprise approximately one-sixth of the enrollment and whites about 45 percent. Consistent with statewide trends, the numbers of traditional transfer students have declined over the past decade as occupational goals have assumed primacy. Yet students hold multiple interests; of the 61 percent who declare an occupational major, one-half want to earn a baccalaureate degree and 48 percent declare transfer majors. Harbor transfers about 20 percent of its students each year; the majority (78 percent) transfer to the two nearest California State University campuses. Both measures exceed State and district averages by 2 percent.

Campus efforts to increase transfer opportunities include PACE (Program for Adult Continuing Education), a program that assists full-time workers to be successful full-time transfer students, as well as restructuring the general education curriculum in accordance with new State criteria and the formation of a transfer education committee in Fall 1981. The committee recommended mandatory student assessment and placement, the imposition of a communication competency course prerequisite for all baccalaureate-level courses, improved articulation between college services and academic departments, as well as with four-year institutions. During the 1981 academic year, the Chancellor set the improvement of transfer rates as a district-wide goal.

Harbor College was selected as one of three sites to implement Project ASSET, a comprehensive assessment program. The District contracted with the American College Testing Program for the development and validation of appropriate assessment instruments for urban student populations. Project ASSET includes mandatory assessment and advisement of all new students, provision of mid-term grade reports, counselor follow-up of a pilot group and computerized follow-up of student performance with reports generated for counselor use.

IDENTIFICATION OF TRANSFER STUDENTS

The project uses the ASSET student data base to establish a transfer pool utilizing the following criteria: the student has attended New Student Orientation and Assessment, has indicated transfer as a goal on the Educational Summary form, has achieved a cumulative grade-point average of 2.3 or higher, and has completed at least one semester of work.

COUNSELING

At the end of the first semester, each student in the transfer pool is contacted by a letter that mentions the student's stated interest in transfer.

Each identified student receives the schedule of group academic advising. The availability of individual appointments in the Counseling Center or Career Guidance Center is stressed. Students are encouraged to seek advisement when they have completed between 30 and 35 units, since most students should be ready to commit to a major course of study by this time. Students who have not made commitments benefit from both individual counseling and use of the Career Center.

DIRECTORY OF TRANSFER STUDENTS

A directory of names, addresses, and ethnicity will be prepared that includes all students in the transfer pool who have authorized release of their names to other postsecondary institutions. The directory will be sent to the three colleges and universities participating in the project. At this stage, students are encouraged to make a definitive transfer commitment, are advised again of transfer requirements, and are offered assistance in test-taking skills including computerized practice sessions using a system called "Computer SAT."

ARTICULATION WITH FOUR-YEAR INSTITUTIONS

The second component of the Project is the improvement in articulation within academic disciplines between the institutions of higher learning in the immediate vicinity of Harbor College. The Project is arranging initial meetings in selected disciplines, such as in the basic skills and in the sciences. An agenda will be prepared in consultation with the Harbor College chairperson of the various disciplines, as well as with the disciplinary chairpersons at each participating campus. Meetings are held at different campuses. The Project Director coordinates all arrangements for the initial meeting which focuses on issues such as course objectives, instructional techniques, and student performance. Each group will be encouraged to develop its own leadership, so that ultimately the group will operate independently of the Project.

MANAGEMENT OF TRANSFER INFORMATION

The University of California, Irvine/Harbor Articulation Project will provide Harbor College counselors with microcomputer access to (1) course equivalencies, (2) requirements and deadlines for each college or school at Irvine, (3) information about student services, such as financial aid, EOP, and housing, and (4) the names of staff to contact for assistance. Long Beach City College and El Camino Community College will be invited to submit articulation information to the Project as these schools are in close proximity to Harbor and Irvine and many students attend two or more of these institutions. In the second phase of the articulation activities, other

Community Colleges in the Los Angeles Community College District will also be brought into the system. The system ultimately will have the capability to include several campuses of the University of California, as well as campuses of the California State University such as Long Beach and Dominguez Hills, and private universities in the Los Angeles area.

Project Director: Del M. Anderson

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LOS ANGELES MISSION COLLEGE, SAN FERNANDO

Los Angeles Mission College was established in 1975 to serve the 13 communities in the northern and eastern San Fernando Valley. The college is based at a storefront campus and is essentially a college without walls. There are approximately 4,200 students. Ninety-one percent attend school part time and of those, 49 percent attend evening classes. Fall 1982 enrollment figures show that 48 percent of the students are White, 34 percent Hispanic, 10 percent Black, 4 percent Asian, and 3 percent other. Most are returning housewives.

The college has recently served as a pilot site for Project ASSET (Assessment of Skills for Successful Entry and Transfer), which is a program developed in response to a set of district-wide student retention and transfer objectives. It is a skills-assessment program designed for use with incoming students. Short assessment instruments in language usage, reading, and numerical skills help students identify their strengths and weaknesses and relate them to career goals. The assessment results also enable counselors and advisors to provide new students with crucial early guidance in a variety of areas that can affect academic persistence. The information gained from ASSET will provide much of the data needed to continue the Ford program.

A unique aspect of the college is its organization on the Cluster System. Academic disciplines and service areas are grouped within two clusters which reflect the various aspects of the human experience. In each of these clusters, students are supported not only by their major subject area faculty, but also by other faculty, counselors, and cluster chairmen. These interacting "families" of students, faculty, and counselors encourage innovative and interdisciplinary approaches to learning and provide an ideal vehicle to deliver the UCCTOP Program.

The lack of accurate and up-to-date transfer information has impeded the transfer process for many students. In addition, since many students are Hispanic returning housewives, they often receive little or no support at home for the pursuit of a four-year degree. Transportation is another problem, as travel to one of the closest four-year campuses, UCLA, is often extremely difficult without a car.

IDENTIFICATION OF TRANSFER STUDENTS

Ninety-five minority and low-income potential transfer students were selected to participate in the project by using a campus generated computer printout of students who have completed thirty or more semester units with a minimum grade point average of 2.0. Additional lists that were used include graduation petitions and names of participants in the bilingual-cultural studies program. Other likely recruits learned about the program through the distribution of fliers, thru the campus student newspaper and other campus bulletins, through faculty recommendations, and by word of mouth. Interested students were invitied to one of two general orientation meetings about transfer. At this meeting, interested students were required to sign an agreement to participate in the program. The Project Director has met with and explained the program to these students, the majority of whom are Hispanic females with an average age of over 34.

FACULTY MENTORS

Twelve faculty members (seven from one cluster and five from the second) are serving as mentors for the students in the program on a volunteer basis. Each mentor has the option of selecting the students with whom he or she will work. The rest were assigned students based as closely as possible on compatability of the students' major with their expertise. Students meet whenever necessary with their mentors. Sometimes this means once or twice a week and, at other times, once or twice a month. Mentors serve as academic, career, and transfer advisors. There are currently plans to link up with the faculty mentor program at California State University, Northridge.

PEER ADVISORS

Former Mission students who are currently full-time students at one of the four-year receiver institutions (UCLA and California State University, Northridge) were recruited as tutor/mentors on the basis of faculty and placement office recommendation. There are currently ten tutor/mentors in the program. The tutor/mentors were selected, oriented, and trained by the Project Director. They received six hours training on the Mission College campus in which they learn techniques for working effectively both on a one-to-one basis and in groups with program students. A tutor/mentor supervisor, also a former Mission College student, oversees the ten tutor/ mentors. Tutoring is provided for each student in the program as a result of student request or mentor recommendation. Students are matched as closely as possible with the tutor/mentor based upon similarity of major.

COUNSELING

Students in the program receive individual and group counseling with an emphasis on transfer information and survival techniques at a four-year institution. Counseling is provided by the tutor/mentor supervisor and by the Project Director. In addition, department chairs and faculty from the receiver institution provide information about career and transfer requirements.

TRANSFER INFORMATION

Each student receives a planning guide that contains vital career and transfer information.

VISITS TO FOUR-YEAR COLLEGES

Students in the program visit four-year colleges to which they are considering transferring. Each tutor/mentor is assigned a group of students and is required to contact each of the students to set up visits to the four-year campuses either individually or as a group.

Project Director: **Horatio Fonseca**

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SACRAMENTO CITY COLLEGE

A recent study shows that only one-third of Sacramento City College students are traditional 18-21 year-old full-time students. A larger percentage are older, typically part-time, who must work while attending school. Minority students are more likely to be overrepresented in this "non traditional" group. To increase student awareness and desire to attend college, a junior high school program was established three years ago which has brought over 3,000 eighth grade students to the college to inform them about academic offerings, especially in science and mathematics. Two years ago, Sacramento City College also began a formalized articulation project with the Sacramento City Unified School District. Assessment testing began on a pilot basis with juniors in the high schools, and faculty members for each sector have met and agreed on specific courses to articulate from high school to college. A new student orientation process conducted by counselors and trained peer assistants was designed to assist students in selecting classes and adjusting quickly to college life. While not mandatory for college attendance, the program allows those who participate to register on a priority basis.

All students enrolling in nine or more units are required to take assessment tests. Results indicate that assessment and proper placement have dramatically decreased the attrition rate. This program has been replicated in many colleges in California. Sacramento City College has also implemented a Learning, Assessment, Retention Consortium which has grown from 15 to 70 colleges within one year. The primary aim of this consortium is to increase student success in college by working cooperatively with other two- and four-year colleges to establish uniform assessment and placement methods. Between 60 and 70 percent of these students intend to complete a baccalaureate or higher degree, but the current transfer rate indicates these goals are not being fulfilled.

ASSESSMENT

The Sacramento City College testing program eliminates duplication of testing and promotes a smoother transition from high school to college in the areas of reading, composition, English as a second language, mathematics, and science instruction. Presently, upwards of 80 percent of entering freshmen are tested for course placement purposes; however, the instruments are not suitable for diagnostic purposes. They do not assess a student's ability to succeed in specific areas nor provide the student with information about how a specific academic skill might correspond to a particular career. Using the information from assessment tests and from the student information sheet, the Transfer Advisor administers both a comprehensive aptitude test and a career interest test to project students. Students participate in sessions for test interpretation and discussion of their test results as well as receive counseling.

TRANSFER INFORMATION

Program students are enrolled in a special course, College Success, coordinated by a counselor and assisted by the Transfer Advisor. This course features an integrated team approach using guest lecturers selected from the two local receiver colleges and representatives from the local business sector. Lecturers are selected who present a positive role model to the students. The topics covered in the course include building study, listening, and note taking skills, career exploration, requirements and options at the four-year receiver colleges, library usage, and time budgeting.

VISITS TO FOUR-YEAR COLLEGES

Field trips to the local receiver colleges occur at least twice per semester. The students are given guided tours at the campuses and receive information about campus life, admission, financial aid, housing, extracurricular activities, and transfer requirements.

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SAN DIEGO CITY COLLEGE

San Diego City College's student population is 57 percent minority including Blacks, Hispanics, Pacific Islanders, refugee Southeast Asians, and Filipinos, the traditionally underrepresented groups at four-year postsecondary institutions. During the past few years, the college has increased its emphasis on vocational education, while decreasing the emphasis on general education. There has also been an increase in basic skills courses, placement testing for math and English, courses at off-campus sites and short-term courses of four to six weeks. Coordination of the curriculum within the California State University system has also been undertaken. Some of the problems encountered during this time have included: (1) students are less well prepared academically, (2) the dropout rate is more than 50 percent, (c) there is an increasingly diverse student body, (4) the number of students scoring very low in the mathematics placement tests is increasing, and (5) there is a decline in the number of students transferring to four-year institutions. The transfer rate for City College has declined more than it has for any other Community College in the state (26 percent decline).

At City College, the Transition Project studied a small population of selected students for two years to determine the barriers they experienced in successfully transferring to four-year schools. The findings indicated that many students lacked appropriate academic preparation for upper division work. In addition, since many of the students were first generation college attendees and were older than the traditional student, personal support was critical. Adequate planning for financial aid was also a problem for many transfer students.

IDENTIFICATION OF STUDENTS

There are two levels of participation in the For-Trans Project (the College's Ford Foundation Project). Project staff identified 1,500 potential participants during admission using the following criteria: (1) underrepresented minority status, (2) eligibility for college-level English classes, (3) intent to transfer as indicated on application, (4) grade-point average (5) enrollment in a transfer major, and (6) referral from the Student Opportunity and Access Program (SOAP). The identified students were then mailed an invitation to the first For-Trans workshop. Out of the 1,500 students invited, 354 attended. During the first workshop, students had the opportunity to volunteer to participate in the For-Trans pilot program.

TRANSFER INFORMATION

Large group workshops present information about transfer and about the For-Trans pilot program. The smaller pilot group of 125 students receives greater personal and counseling support. Local four-year colleges sent high-level representatives to talk to For-Trans project students about their institutions. Following this meeting, a series of counseling workshops was offered to help students clarify their goals, to prepare applications for four-year schools, and then apply for financial aid. Forty-seven students attended these workshops.

STUDENT FOLLOW-UP

The Student Information Form is being administered to 250 program students to obtain a profile of the For-Trans project participants. The form helps to identify student needs and provides baseline data for an ongoing comparison of the different students coming to City College. For-Trans staff will use the results to describe students to staff at both City College and four-year colleges. Use of the form will also allow comparison of City College students with national norms and will enable staff to identify characteristics of successful transfer students.

ARTICULATION WITH FOUR-YEAR COLLEGES

The City College core staff is taking the leadership in changing the academic program to improve articulation with four-year institutions. The Vice Chancellor for Undergraduate Affairs at the University of California, San Diego, and the Dean of Students from National University have pledged support for joint faculty workshops as have City College's academic senate and department chairs. A core of representative staff from the six schools of City College are working with four-year faculty to prepare joint workshops that focus on the academic requirements and preparation students need when transferring, the varying options for students within disciplines, and on different career opportunities. City College staff participate in the workshop sessions. These workshops will be organized by departments, will be relatively small, and will provide particular support to the special needs of the individual students in the major.

STUDENT PARTNERSHIPS

The partnership program pairs incoming City College students who are likely to transfer with an upper-division student at a four-year university. City College is a member of a consortium which already has identified successful transfer students who come from the Community Colleges. The consortium assists in the selection of such upperclassmen to provide support for the City College students.

PEER ADVISORS

Peer advisors, selected by the out-reach programs at local university campuses, are available for transfer students. The local four-year schools have sizable peer advising programs that train students to assist in the orientation of the students that City College has identified as potential transfers.

Project Director: Mary Decker

Telephone: (619) 230-2400

WEST LOS ANGELES COLLEGE, CULVER CITY

West Los Angeles College is part of the ten-college Los Angeles Community College District. Established in 1969, the college is located in the Baldwin Hills, adjacent to Culver City. In the fall of 1983, the college's enrollment was 8,921. Of these, 53.3 percent were Black, 30.5 percent White, 6 percent Hispanic, 5.9 percent Asian, 1.1 percent Filipino, .7 percent American Indian, and 2.5 percent other. The total minority population is 69.5 percent. Last year, several projects were implemented to improve the quality of services provided to transfer students. The first project, initiated by the University of California at Los Angeles, was a writing skills workshop designed to help English teachers help their students improve their writing. This was followed by similar writing skills workshops for teachers in other subject areas. The second project, also in conjunction with UCLA, was the interview and survey of students who had transferred to the University. This survey identified problems transfer students had encountered and what the college might do in the future to alleviate these problems. Finally, in the fall of 1982, West Los Angeles College launched the first honors program in the Los Angeles Community College District. New programs for honors students will be expanded to include the general population of transfer students.

The successful transfer of students to four-year schools is inhibited for several reasons. Emerging students are generally ill-prepared both academically and attitudinally for college work. Many West Los Angeles College students come from social environments which are unsupportive or even antagonistic toward higher education. In addition, problems originating in the communities in which the students live create barriers to education. For example, the high crime rate in some communities makes commuting to and from the college unsafe. The economic difficulties faced by many students also make it difficult for them to continue to afford an education.

Because minority students may have few friends or family members with which to form a grapevine for information sharing, students do not always receive or appreciate the importance of receiving adequate transfer information. Students are frequently reluctant to seek advice from a counselor since their high school counselor was often perceived as a disciplinarian.

IDENTIFICATION OF TRANSFER STUDENTS

Transfer students are identified using the current college entry assessment program. An entry-level examination is now required of all students. This exam is used to place students in appropriate remedial-level course work when necessary. Assessment also includes teacher/counselor/administrator recommendations, test scores, scholastic history, and information about the students' personal ambitions. In addition, baccalaureate-oriented high school students at three ethnically diverse feeder schools are participants in the program. Between 32 and 40 high school students in the eleventh or twelfth grades who meet the basic educational requirements and are committed to receiving a baccalaureate degree have been selected.

PEER COUNSELING

In order to reduce "scholastic shock" that students often encounter when faced with college requirements that include demands in reading, writing, listening, study skills, and time management, student mentor/counselors are used to provide students with support. Students from the UCLA honors program were selected to be mentors on the basis of their overall GPA, their group leadership experience, and their interest and enthusiasm for the program. They work with West Los Angeles College transfer students. At the same time West Los Angeles College students are mentor/counselors for selected high school students. A one-to-two week training program is provided for the mentor/counselors. The training highlights how to provide students with articulation information, familiarizes mentors with the psycho-social network that surrounds college students and affects their success. A college counselor oversees and meets regularly with the mentor/counselors. The mentor-to-student ratio should not exceed 10 to 1 or the effectiveness of the program begins to deteriorate severely. Ideally, the mentors operate on a 5-to-1 or a 6-to-1 basis. This allows for maximum individual contact and record maintenance. Mentors meet with their students once a week and telephone them at least once per week.

CURRICULUM DEVELOPMENT

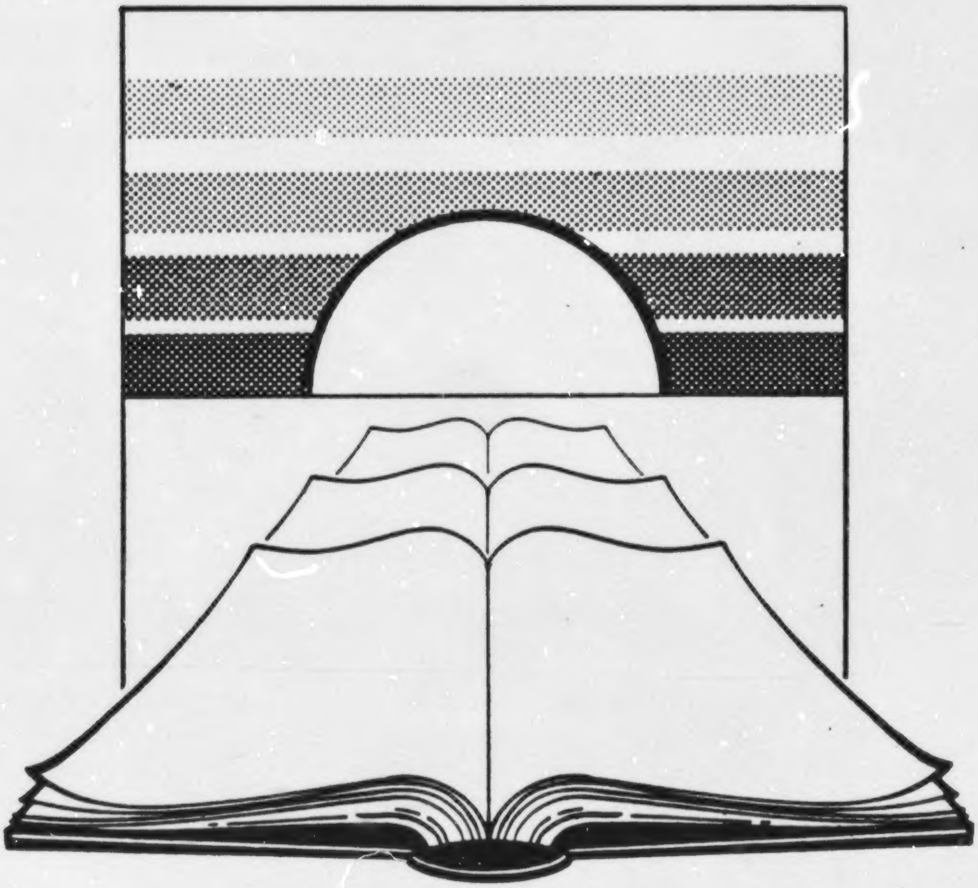
West Los Angeles College is developing a new pilot general education core course for transfer and honors students. Last year an interdisciplinary honors course, "Philosophy, Physics, and Science Fiction," was developed to strengthen the analyzing, integrating, and synthesizing skills that are essential to student success. The new course, developed by several faculty members, builds on the experiences gained in the honors program. It is primarily designed to improve skills in the integration of different fields of knowledge to enable students to apply that knowledge to various types of problem solving. The ability of students to handle complex problem solving has declined in recent years as has the ability to integrate and utilize knowledge from a variety of fields. The course will be interdisciplinary, involving social, behavioral, and biological sciences and will emphasize the application of an array of problem-solving techniques to broad problems of the present day. These instructors will team teach the course.

Project Director: Robert N. Williams

Telephone: (213) 836-7110

TRANSFER EDUCATION:

A Bridge to the Future



THE ACADEMIC SENATE

for California Community Colleges

Policies and Positions on Transfer and Related Issues, 1977-1983

Published March, 1984

THE ACADEMIC SENATE

For California Community Colleges

PREFACE

TRADITIONALLY, THE TRANSFER FUNCTION OF THE CALIFORNIA COMMUNITY COLLEGES HAS BEEN OF CRITICAL INTEREST TO THE ACADEMIC SENATE. NUMEROUS POSITION PAPERS, RECOMMENDATIONS, AND SUGGESTIONS HAVE BEEN DISCUSSED AND LED TO A LONG-STANDING COMMITMENT TO A QUALITY PROGRAM. THIS BOOKLET REPRESENTS THE BEST EFFORTS OF OUR ORGANIZATION TO REVIEW PAST PROPOSALS AND INCORPORATE SUGGESTIONS FOR THE FUTURE.

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PRESIDENT

bp
3/7/84

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THE ACADEMIC SENATE

For California Community Colleges

An Academic Senate
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Prepared by Edith Conn, Academic Senate Archivist

TRANSFER

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

1. Reaffirm its position that the California community colleges with their unique instructional capabilities continue to provide transfer programs for those students who can profit from these programs.
Spring 1980
2. Urge the maintenance of the transfer program in order to provide the opportunity for these students to acquire a quality education.
Spring 1980
3. Adopt the position that the California community colleges should maintain their traditional comprehensive mission in higher education, providing quality instruction in transfer, occupational, developmental, continuing education, and community services programs.
Spring 1980
4. Recommend that local senates establish community support committees to promote their transfer programs, and that the California Chancellor's Office also establish an advisory committee to study transfer programs.
Spring 1980
5. Urge that the California community colleges redouble their efforts to recruit students for the transfer program, a traditional and vital component of their basic educational mission.
Spring 1980
6. Encourage local senates to promote high school recruitment programs specifically aimed at the recruitment of transfer students.
Spring 1980
7. Encourage California community colleges to require transcripts of recent high school graduates.
Spring 1980
8. Recommend to local academic senates that all college catalog course descriptions include a statement indicating if a course is transferable to the CSUC or the UC system.
Spring 1980
9. Urge local academic senates to establish joint articulation committees with those four-year institutions that receive their students for the purpose of discussing procedures for articulation, and that these joint articulation committees also discuss transfer courses and programs with relation to course content and course equivalency.
Spring 1980
10. Recommend to local senates that they strongly encourage the development of some type of counseling plan on their campuses to insure that all students are advised of the transfer options which are available to them. Fall 1980

Transfer - continued

11. Support the position that California Community Colleges certify which of their courses are baccalaureate level and thus transferable to the University and College systems. Fall 1980

12. Recommend to all local senates that they establish procedures by which courses certified as transfer level are reviewed by the faculty to insure that these courses are of sufficient academic rigor to deserve baccalaureate level status. Fall 1980

13. Encourage local senates to coordinate departmental/division faculty contacts with CSUC and UC so that comparable academic standards for transfer courses prevail. Fall 1980

14. Seek a workshop with the UC and CSUC faculty in order to establish commonality on specific transfer courses in terms of articulation, content, and criteria, and initiate regional faculty articulation meetings concerning transfer programs and courses and initiate meetings of faculty of the same discipline from all three segments. Fall 1980

15. Support the resolution of the English Council of California Two-Year Colleges (ECCTYC) that community college faculties insure that the transfer certification of the written communication requirement of the newly adopted CSUC General Education Requirements be at least one term of the traditional freshman composition course, i.e., English 1A. Fall 1980

16. Affirm that courses or programs in English for Speakers of Other Languages (ESOL) be offered with appropriate credit, and transferability of these courses/programs be established by means of the standard articulation procedures between the community colleges and the four-year institutions, and one provision necessary for granting transferability to courses or programs in ESOL be that these courses or programs are equivalent in educational respects to those offered at accredited four-year institutions. Fall 1980

17. Recommend to local senates that they make every effort to insure that public relations and recruitment activities for transfer programs and courses are not ignored and are given proper expenditure of funds and time. Fall 1980

18. Encourage local senates to urge the members of the instructional faculty to make contact with secondary school teachers and students in an effort to improve preparation. Fall 1980

19. Prepare a response to the Kissler Report* and that the response be circulated to major newspapers in California. Fall 1980

*Referring to the publication by the University of California of the final Report of the Task Group on Retention and Tranfer, more popularly known as the "Kissler Report" after Dr. Gerald Kissler, Associate Director of Planning, Chancellor's Office, UCLA, June, 1980. The Senate response, "Issues Pertaining to the Transfer Function of the California Community Colleges," was written by Maryamber Villa, Chair, Senate Educational Policies Committee, February, 1981. This response was widely circulated and is available now from the Senate archivist.

Transfer - continued

20. Strongly recommend that the University of California not implement an early admission policy for community college transfer students. Spring 1981

21. Strongly request that the Board of Governors of the CCC require that all students registering who indicate either the goal of obtaining an associate degree or transferring to CSUC or UC be required to file a transcript of their high school course work with the college. Spring 1981

22. Endorse the principles of the position paper written by the Intersegmental Senate Committee on basic competencies in English and mathematics. Fall 1981

23. Reaffirm its previous position endorsing the practice of requiring high school transcripts of entering students. Fall 1981

24. Encourage local senates to establish liaison with its local 4-year colleges and universities for the task of determining, acquiring, evaluating, and disseminating valid and meaningful follow-up data on community college transfer students. Fall 1981

25. Recommend to local senates that they establish special transfer committees made up of faculty, counselors, administrators and articulation officers in order to identify specific barriers to transfer faced by their students and to develop solutions which would enhance the transfer function. Spring 1984

26. Encourage local senates to establish programs which have proved successful in increasing the recruitment, retention and transfer of university-bound students, such as: (1) honors programs; (2) counselors jointly sponsored by the community colleges and four-year institutions; (3) transfer centers; and (4) faculty to faculty articulation. Spring 1984

27. Develop a statewide and local recruitment to communicate to junior high and high school students the merits of community colleges and of completing their transfer requirements at a community college, and recommend to UC and CSU that they support this resolution. Spring 1984

28. Undertake a study of the transfer function among the three segments of higher education, and that similar terms, definitions and data be collected from all three segments, and that the study include examination of real and potential barriers to transfer, e.g., oversubscribed programs at the receiving institution, arbitrary changes in lower division course requirements or course content, and departure of the UC and CSU from the 40-60 ratio of lower to upper division course offerings as recommended by the Master Plan for Higher Education in California. Spring 1984

Transfer - continued

29. Institute a research program to study issues of importance to the future of community college education, including, but not limited to, percentage of students transferring to four-year institutions, percentage of community college transfers who graduate with a four-year degree, age, and ethnic distribution of community college students, and other issues as deemed appropriate by the Executive Committee.
Spring 1980

30. Recommend that the local senates ask their Board of Trustees to endorse the State Board of Governors' recent policy by adopting as a priority for 1984-85 the study and development of the transfer and vocational education functions in their district.
Spring 1984

ARTICULATION

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

1. Recommend that representatives to the Articulation Council of California and its liaison committes shall be appointed by the Academic Senate, and

2. Recommend to local faculty senates that the appointment of articulation officers of the individual colleges shall be subject to the approval of the respective senates. Spring 1981

3. Strongly urge local faculty senates to establish intersegmental discipline-specific forums involving the high schools, community colleges, CSUC, and UC campuses within the geographical area to discuss mutual curricular interests. (The Academic Senate suggests the responsibility for developing the mechanisms for providing these forums might be assigned to a transfer committee established by the local faculty senate.), and be it further resolved that the CCU, CSUC, and UC Intersegmental Academic Senate Committee be requested to develop models of these intersegmental, regional, discipline-specific forums. Spring 1981

4. Support the proposal of the Board of Admissions and Relations with Schools (BOARS) Subcommittee for Articulation with Community Colleges that no exemption be allowed to the English and mathematics components in the A-F requirements for community college students who are transferring to the University of California. Spring 1981

5. Establish an articulation committee to begin dialogue with the K-12 system regarding methods of achieving student competence in basic skills; and urge local academic senates to set up articulation groups with appropriate K-12 faculty and administration. Fall 1981

6. Request the Educational Policies Committee prepare a statement delineating expectations of high school students entering community colleges: four years of English composition; two years of mathematics; two years of science; two years of foreign language; two years of oral communication; two years of social science. Fall 1981

7. Recommend parallel appointment procedures from each segment to the Articulation Council and its liaison committees by the Chancellor's Office and that the faculty appointments be made upon the recommendation of the Academic Senate and that a study be made of Articulation Council and its liaison processes and effectiveness. Spring 1982

8. Recommend to local senates that they cooperate with high schools in their areas to initiate articulation in common disciplines to establish commonly accepted goals for basic competencies and that the Executive Committee coordinate such activities by designating a target period and suggested agenda for these consultations. Spring 1982

Articulation - continued

9. Adopt the following articulation principles as indicated. (See Appendix P-1) and express the belief that the aforementioned principles would best be met by placing the articulation process under the auspices of the California Round Table on Educational Opportunity. Spring 1983

10. Recommend that faculty from the three segments of public higher education (CCC, CSU, UC) articulate with high schools regarding science course requirements for entry into college-level courses. Fall 1983

11. Recommend to the Chancellor's Task Force on Academic Quality to include high school teachers and counselors in their deliberations and to make arrangements to include a representative from those levels as part of their board. Fall 1983

12. Ask that community college vocational educators make a concerted effort to improve articulation with the four-year institutions and that such information be made available to appropriate bodies such as advisory committees, counseling staffs, feeder high schools, and local businesses. Fall 1983

13. Request that the Chancellor, at his next opportunity, increase the faculty representatives to the Board of Directors of the Articulation Council from one to two, and that from now on there be a minimum of two faculty representatives on the Board of Directors of the Articulation Council from the community colleges. Spring 1984

14. Recommend that the community college faculty through the statewide Academic Senate stand ready to cooperate with their colleagues at UC and CSU in developing a common course numbering system, and urge the Academic Senates of the other two post-secondary segments to join us in this effort. Spring 1984

BASIC SKILLS - COMPETENCY - REMEDIATION

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

1. Recommend that the Chancellor and the Board of Governors adopt regulations that no more than 10% of the total units required for the Associate Degree may be remedial units in Basic Skills and that these units may be counted toward electives but may not and cannot be used to satisfy GE requirements. Spring 1979
2. Reaffirm Fall 1977 resolution urging local community colleges to offer assessment tools that will measure students' basic skills; to encourage students to seek assessment of their basic skills; to make students' assessment information available to them, their counselors, and their subject matter instructors in order to help students select courses appropriate to their needs and to assist teachers to devise appropriate teaching strategies; to provide students with written information about course prerequisites and skills and abilities necessary for success in any given course. Spring 1979
3. Accept in principle, with the recommendation of the Academic Senate, the CCC, CSUC, and the UC Intersegmental Committee's March 1981 draft entitled "Statement on Remedial and Baccalaureate-Level Coursework in English and Mathematics and Statement on English and Mathematics in Admission Requirements." Spring 1981
4. Recommend to the University of California that it change its mathematics requirements from at least two years of college preparatory mathematics to at least three years, and that the California State College and University system institutute an admission requirement in mathematics of at least three years of college preparatory mathematics, and that these recommended three years of college preparatory mathematics be articulated with the appropriate California educational systems. Spring 1981
5. Support the inclusion of demonstrated competence in reading, written expression, and mathematics for the minimum requirements of the associate degrees, acknowledging the responsibility of each college faculty to establish the means by which competence is determined. Fall 1981
6. Endorse the principles of the position paper written by the Intersegmental Senate Committee on basic competencies in English and mathematics. Fall 1981
7. Work with local senates to devise procedures whereby deficiencies in basic reading, writing, and mathecompetencies can be identified and remediated before students are enrolled in transfer courses as well as in AA and AS degree programs/courses. Fall 1981
8. Recommend to local senates the establishment of clear minimum standards in expository writing skills by all departments of the community colleges. Fall 1981

9. Urge the continued offering of classes whose enrollment may diminish as a result of assessment practices and remediation procedures/ programs. Fall 1981

10. Reaffirm its position requiring at least a 3-unit mathematics course or demonstrated proficiency beyond arithmetic skills as part or Learning Skills in general education requirement for the associate degree; recommend that after a phrase-in period of two years Senate consider raising the prerequisites of general education math course so that it will be classified as at least belonging to a category appropriate for the Associate Degree; recommend the inclusion of a demonstrated basic competency in mathematics, including arithmetic, elementary algebra, and plane geometry. Fall 1981

11. Support the Joint Recommendation from the Academic Senate and the Association of Chief Instructional Officers which establishes norms for credit in English and mathematics acceptable for the Associate Degree and further support the concept that all courses whose content is primarily mathematics be subject to these same norms, and an effective date for implementation coincide with UC/CSUC entrance requirement timetables. During the interim, either elementary algebra or geometry (or a math course of equivalent rigor) may count toward the Associate Degree. Spring 1982

12. Request that the intersegmental "Statement on Preparation in English and Mathematics" in its newly revised form be brought for approval and/or modification to the Fall 1982 Senate session. Spring 1982

13. Reaffirm the right of the faculty to determine entry-level skills required for their courses. Spring 1982

14. Support efforts to require writing throughout the curriculum in appropriate courses. Fall 1982

15. Recommend that students be given workload credit for credit courses which are not degree applicable. Fall 1982

16. Endorse the intersegmental "Statements on Preparation in English and Mathematics Competencies Expected of Entering Freshmen and Remedial and Baccalaureate-Level Course Work." Fall 1982

17. Recommend that writing competency be satisfied by completion with a grade of "C" or better of one Associate Degree applicable course in English, which includes expository and argumentative writing and/or by a satisfactory score on an equivalency examination which includes a written theme. Fall 1982

18. Recommend that mathematics competency be satisfied by satisfactory completion with a grade of "C" or better of one Associate Degree applicable course in mathematics or the completion of elementary algebra and geometry with a grade of "C" or better, or by a satisfactory score on an examination covering the topics in preparatory courses in mathematics which are arithmetic, elementary algebra, and geometry as described in the Intersegmental Report. Fall, 1982

19. Recommend that assessment/competency tests in any discipline be determined by the appropriate faculty in each individual college. Fall 1982

20. Recommend that reading competency be satisfied by passing an appropriate reading test or by completion with a grade of "C" or better in certain courses designated jointly by the local senate and dean of instruction to include demonstrated competency in the reading skills as specified on page 6 of the Intersegmental Report. (See Appendix) Fall 1982

21. Reaffirm its position: The Minimum Competency Requirement in Mathematics be the completion with "C" or better of any math course in Intermediate Algebra or higher topic (Senate definition of AA degree applicable course) or the completion of Elementary Algebra and Geometry with "C" or better, or by a satisfactory score on an examination covering the topics in preparatory courses in Mathematics, which are Arithmetic, Elementary Algebra, and Geometry as described in the Intersegmental Report. Fall 1983

22. Endorse the policy statement on remediation recommended by the Chancellor's Task Force on Academic Quality issues: "As open-door institutions charged with accepting for enrollment adults eighteen years of age or older who are able to profit from the instruction offered, the California Community Colleges have an inherent responsibility to assist students to reach levels of proficiency necessary for success in college-level work." Fall 1983

23. Endorse in principle the definition of remediation proposed by the Chancellor's Task Force on Academic Quality. "Remediation is that education process designed to assist assist students to . achieve those fundamental skills necessary to succeed in college-level courses and programs, and should include prescriptive interventions such as assessment and advisement to facilitate attainment of the students' educational goals and objectives." Fall 1983

24. Propose to the Board of Governors that college-level English as a Second Language not be included in any definition or data gathering process regarding remediation. Spring 1984

COUNSELING

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES;

1. Urge faculties to encourage student orientation programs and that faculties participate in such programs.
Fall 1977

2. Recommend that there be increased articulation between the teaching faculty and the counseling faculty in the area of academic advisement.
Fall 1977

3. Urge local senates to consider participation of faculty at registration when appropriate and participation of regular counselors in department and division meetings, and training of peer advisors who are majors in subject areas to take part in registration advising.
Fall 1977

4. Encourage local community colleges to make the students' assessment information available to them, their counselors, and their subject matter instructors.
Fall 1977

5. Urge each college which has not already done so to develop and maintain needed remedial and non-transfer courses, adequate support services (tutors, peer advisers).
Spring 1978

6. Urge local senates to promote continuing dialog between counseling and teaching faculty.
Spring 1978

7. Support the position that if the present 50% laws were modified, the instructional percent should be increased to include librarians and counselors with a proportional increase.
Fall 1978

8. Urge each campus develop techniques to identify students' strengths and weaknesses and that students be advised as to the courses most appropriate to meet their needs.
January 1979--Special Session

9. Urge adequate funding for aids to basic skills such as tutorial programs, learning resource centers, study skills centers, but funding not at the expense of other instructional programs.
January 1979--Special Session

10. Urge the Board of Governors to adopt regulations so that days to assess students' entry skills and final exam testing days be part of regular teaching days.
Spring 1979

11. Reaffirm its support of the 50% Law, strict adherence to, and responsible accounting under, the 50% Law, that a study be undertaken to determine total community college money spent for support services, and that from this study a "percent of augmentation" be established to govern the minimum amount of district money that properly may be allocated to support services and administrative costs.
Spring 1979

Counseling - continued

12. Reaffirm its position concerning the need for assessment testing (for counseling purposes) and testing to assess achievement and that the Executive Committee contact appropriate organizations (American Psychological Association) to obtain information on reliability and validity of current tests.
Fall 1979

13. Request the Chancellor's Office, CPEC, and other agencies in making appointments to select all faculty representatives from nominees proposed by the Academic Senate and the Academic Senate further resolves that the word "faculty" always be interpreted to include librarians and counselors.
Spring 1980

14. Urge local senates and local faculty, counselors, and other staff to promote vigorously the Associate Degree; and to encourage students to apply for the Associate Degree.
Spring 1980

15. Develop a survey to determine faculty opinion to advise the Chancellor's Counseling Advisory Committee; the survey to be developed by an ad hoc committee on which counseling and teaching faculty are equally represented.
Spring 1980

16. Reaffirm its position that contributions of librarians and counselors are essential to the effectiveness of instructional programs; reaffirm Senate support of the 50% law for classroom instruction; support the augmentation of the 50% law to maintain at least the present budgetary support for both librarians and counselors.
Spring 1980

17. Recommend to local senates that they encourge counseling plans on their campuses to insure all students advised of transfer options.
Spring 1980

18. Recommend to the Federal Affairs Council that federal funding for community college support services be sought, that a plan be developed.
Spring 1981

19. Request Trustee organization (CCCT) withdraw its support of change in 50% law from "salaries of classroom instructors" to "salaries of student service employees", a change which would include additional student service personnel such as librarians, counselors, instructional aides, etc. within the present numerator of the 50% law.
Spring 1981

20. Affirm its support for academic, career, and personal counseling, when necessary to meet students' educational needs, by credentialed counselors in an organized and functioning program as an integral part of the community college. Spring 1982

21. Recommend that faculty members other than counselors who perform in academic advisement be provided with adequate training to do academic advisement and be given sufficient reassigned time and/or economic compensation to accomplish that function. Spring 1984

GENERAL EDUCATION — TRANSFER

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

1. Recommend that all courses certified as meeting general education requirements for transfer be comparable to existing courses at CSUC or UC for articulation purposes, and also Spring 1979
2. Request that the Executive Committee develop appropriate means of articulation. Spring 1979
3. Urge that guidelines and procedures applicable to all community colleges for the certification of GE units for transfer to CSUC be developed and that faculty from the community colleges and the CSUC be involved in the development of these guidelines and procedures, and that Community college instructional faculty be selected by Academic Senate and/or faculty councils. Spring 1979
4. Endorse the concept of the CSU Task Force on General Education Report except for section 40405.3, the proposed amendment to Title 5, dealing with "Certification by Other Institutions." Spring 1980
5. Recommend to the CSUC Task Force on General Education and the CSUC Board of Trustees that CSUC accept as transfer credit all general education credit that California Community Colleges have certified as meeting general education requirements. Spring 1980
6. Reaffirm its position of Spring 1979 that all courses certified as meeting general education requirements for transfer be comparable to existing courses at CSUC or UC for articulation purposes, and that the Academic Senate develop an appropriate mechanism for articulation with CSUC and UC faculty. Spring 1980
7. Request that the Board of Governors of the California Community Colleges establish guidelines that will enable local senates to participate in the process of certifying courses for transfer. Spring 1980
8. Request that the Chancellor of the California Community Colleges transfer the Task Force on General Education from the Unit of Innovative Programs to the Unit of Program Evaluation and Approval. Spring 1980
9. Recommend to local faculty senates that the development of CSUC certification of general education lists be primarily done by the faculty under the auspices of the college senate, and that local senates be asked to take care to insure that, as far as possible, these lists conform to the objectives in Executive Order 338 by CSUC Chancellor, and that the local faculty senate president "sign-off" on these lists. Spring 1981
10. Accept the Executive Order on General Education and Certification and express its appreciation to the CSUC General Education Advisory Committee and the CSUC Academic Senate for the spirit of collegiality in which it was developed. Spring 1981

MATRICULATION

BE IT RESOLVED THAT THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES:

1. Reaffirm its previous position endorsing the practice of requiring high school transcripts of entering students. Fall 1981
2. Endorse the principle of assessing all entering students as a part of the registration process. Fall 1981
3. Propose to the Board of Governors that students be classified into matriculated and non-matriculated categories, and that to obtain matriculated status, a student must follow certain procedures. (See Appendix) Fall 1982
4. Recommend that with the institution of the matriculated student plan, additional funding shall be provided to the local districts for the carrying out of the included assessment and advising processes. Fall 1982
5. Recommend that matriculation/orientation programs include research components which will permit the evaluation of effectiveness of each of the program components in comparison to an appropriate control group. Fall 1983
6. Reaffirm the Academic Senate position (Fall, 1982) that transcripts provide one significant component in the assessment process incorporated into the concept of matriculation, and urge the Matriculation subcommittee of the Task Force on Academic Quality to strengthen the components of its matriculation model to reflect the Senate's position, and that the criteria for exceptions from the transcript requirement be developed and included in the commission's report. Spring 1984
7. Lend its support for continued consideration of an "academic floor" to the Chancellor's Task Force on Academic Quality in its deliberations of remedial education. Spring 1984

THE ACADEMIC SENATE

For California Community Colleges

DEMONSTRATED COMPETENCY IN READING SKILLS

FALL 1982

Be It Resolved that reading competency be satisfied by passing an appropriate reading test or by completion with a grade of "C" or better in certain courses designated jointly by the local Senate and Dean of Instruction to include demonstrated competency in the reading skills as specified on page 6 of the Intersegmental Report:

-- The ability to identify and comprehend the main and subordinate ideas in a written work and to summarize the ideas in one's own words.

-- The ability to recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's meaning inferentially as well as literally.

-- The ability to separate one's personal opinions and assumptions from a writer's.

-- The ability to vary one's reading speed and methods (survey, skim, review, question, and master) according to the type of materials and one's purpose for reading.

-- The ability to use the features of books and other reference materials, such as tables of contents, preface, introduction, titles and sub-titles, index, glossary, appendix, and biobliography.

-- The ability to define unfamiliar words by decoding, using contextual clauses, or by using a dictionary.

15.

THE ACADEMIC SENATE

For California Community Colleges

MATRICULATED STUDENT
Fall, 1982

Be It Resolved that the Academic Senate propose to the BOG that students be classified into matriculated and non-matriculated categories, and that to obtain matriculated status, a student must:

1. Submit a completed application with a complete (high school and all previous college) set of transcripts. An appeal process should be developed to settle disputes which may arise.
2. Have career and academic advisement.
3. Declare one of the following goals:
    a. Transfer (liberal arts)
    b. Associate Degree
    c. Vocational Certificate
4. Be assessed in English and mathematics competency.

To maintain matriculated status, a student must:

1. Show progress towards the stated goal by meeting at least one of the following:
    a. Satisfactory completion of at least one course applying to the declared major each academic term.
    OR
    b. Satisfactory completion of at least one general education course each academic term.
    OR
    c. Satisfactory completion of at least one prescribed compensatory course each academic year to overcome the diagnosed academic deficiencies.
2. Maintain satisfactory academic status as delineated in the minimum standards for grading policy and the student progress policy adopted by the Board of Governors.
3. Maintain continuous enrollment with not more than two lapses one one semester in enrollment (not including summers).

THE
ACADEMIC
SENATE

For California Community Colleges

An Academic Senate Position Paper

ARTICULATION

Spring, 1983

Be It Resolved that the Academic Senate adopt the following principles:

1. The Academic Senate for the California Community Colleges affirm its commitment to the best articulation procedures between and among the segments of the California educational system.

2. The Academic Senate resolves that a study be made of the Articulation Council of California and its effectiveness and further resolves that such a study should be done by a body not directly associated with the Articulation Council.

3. The Academic Senate sees the following needs that must be addressed in any reorganization of the Articulation Council:

    a. Focusing articulation efforts within regions and seeking greater participation of secondary education representatives.

    b. Increasing the involvement of academic senates in articulation activities. Strong faculty involvement must be insured on whatever board or executive committee is planned. The Academic Senate for each of the three segments of higher education is the appropriate source for faculty representatives on the Articulation Council.

    c. The Articulation Council should be managed by an in-house secretariat, or executive office, housed in one of the segments rather than by an external management firm or organization. Articulation activities should appropriately be handled by the Central Office of each of the three segments with the advice of the academic senates.

    d. Adequate funding for an articulation system should be provided by the central offices of each of the three segments of higher education in California.

Furthermore Be It Resolved that the Academic Senate believe that the aforementioned principle would best be met by placing the articulation process under the auspices of the California Round Table on Educational Opportunity

PUBLICATIONS

The following publications relating to activities of the Academic Senate are available from the archivist for the cost of duplicating and mailing:

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1. Academic Standards Committee (now the Educational Policies Committee)
    a. Report to the Spring 1978 Session of the Academic Senate--this report includes a summary of the Academic Standards Conference held in December 1977.
    b. Report to the Spring 1977 Session of the Academic Senate--this report includes a summary and analysis of the Academic Standards questionnaire.

2. By-Laws and Rules of The Academic Senate for California Community Colleges.

3. Collegiality and Academic Senates, a Senate workshop address, Leon P. Baradat, 1980.

4. Credit/Noncredit Policy, an annotated booklet, Leon P. Baradat, October 30, 1980.

5. Faculty Involvement on State and Federal Advisory Committes, a position paper, adopted Fall, 1978, Jonnah Laroche and Edith Conn.

6. Fees, a position paper, adopted Spring, 1977, Jonnah Laroche and Jack Farmer.

7. Grading Policies, an annotated booklet, Maryamber Villa, Chair Educational Policies Committee, October 30, 1980.

8. Improving the Effectiveness of Local Senates, a Senate workshop address, Norbert Bischof, 1980.

9. Index to Academic Senate Positions and Resolutions, a selective list 1969-1982, published Fall 1982.

10. Index to Resolutions on Rights and Responsibilities of Local Senates and the Academic Senate for California Community Colleges, 1969-1983. Index to Resolutions on Staff Development, 1971-1983. Index to Resolutions on Vocational Education, 1979-1983.

10. Proceedings of the Academic Senate for California Community Colleges--minutes, resolutions, attendees:
    a. Fall, 1977
    b. Spring, 1978
    c. Fall, 1978
    d. Spring, 1979
    e. Winter Conference on Basic Skills, 1979
    f. Fall, 1979
    g. Spring, 1980
    h. Fall, 1980
    i. Spring, 1981
    j. Fall, 1981
    k. Spring, 1982
    l. Fall, 1982
    m. Spring, 1983
    n. Fall, 1983

11. Rationale for the Inclusion of the Academic Senate for California Community Colleges in Title 5 - Spring, 1978.

12. Recommendations for California Community College Involvement in Admission, Retention, and Academic Achievement of Groups Presently Underrepresented in California Community Colleges. Written by Tyra L. Duncan-Hall and Marian Anderson on behalf of the Academic Senate at the request of the Chancellor's Office as a response to Item 321, Supplemental Report of the Committee of Conference on the Budget Bill, California State Legislature, February, 1979.

13. Role of the Academic Senates in California Community Colleges-revised edition. A position paper adopted at the Fall, 1980 Session. In brochure form, written by Norbert Bischof, Title 5 and commentary.

14. Senate Surveys
    A. Local Academic Senates, Fall, 1979.
    B. Faculty Participation in the Hiring and Evaluation of Administrators 1982-83.
    C. Student Eligibility Requirements for Participation in Intercollegiate Athletics and Student Activities 1982-83.

15. The Matriculated Student: An Academic Statement, a position paper adopted Fall, 1982.

16. Guidelines for California Community Colleges in the Use of Telecommunications Systems in Instruction, a position paper adopted Fall, 1982. Revised, Fall, 1983.

17. Instruction as a Priority, a position paper adopted Fall, 1982.

18. Academic Standards: The Faculty's Role, a position paper adopted Spring, 1983.

19. Hiring and Evaluation, a brochure developed by the Educational Policies Committee, Spring, 1983, "to assist local academic senates in developing or updating policies regarding the hiring and evaluating of certificated staff, particularly administrators." Includes Title 5 excerpts with commentary and sample evaluation forms.

20. Annual Reports of the Academic Senate: 1980, 1981, 1983.

21. Directory of the Academic Senate: 1982-83; 1980-81; 1983-84.

22. Finance of California Community Colleges: A videotape produced by the Academic Senate and the Association of California Community College Administrators, with a workbook and list of additional readings. Available at cost in California for $53.25 (including tax). Contact Bob Silverman, Santa Monica City College, to order.

23. Statements on Preparation in English and Mathematics: Competencies Expected of Entering Freshman and Remedial and Baccalaureate-Level Course Work. Prepared by the Academic Senates of the California Community Colleges, the California State University, and the University of California. A 1982 publication, the 98-page booklet includes sample mathematics problems and English essays.

24. A Great Teacher Is. . . A complilation of definitions and descriptions from the 1982 Great Teachers Seminar, done in calligraphy. A limited number of copies available.

25. Managing Planning and Review Processes #1, a position paper adopted Fall, 1983.

26. General Education Model Criteria for the Associate Degree, a position paper adopted Spring, 1981.

27. Issues Pertaining to the Transfer Function of the California Community Colleges, Maryamber Villa, Chair, Educational Policies, Committee, February, 1981. The Senate response to the publication by the University of California of the final Report of the Task Group on Retention and Transfer, more popularly known as the "Kissler Report" after Dr. Gerald Kissler, Associate Director of Planning, Chancellor's Office, UCLA, June, 1980.

28. A Report to the 1982 Spring Conference on Articulation, Competencies, and Community College Testing Practices, prepared by the Educational Policies Committee, Leon Baradat, Chair. Includes a survey by Senate Research Chair Phil Hartley on testing. Spring, 1982.

29. Forum: Issues in California Community Colleges - a journal of articles by community college faculty, Jonnah Laroche, editor. Limited numbers available of the publication for 1981 and 1982.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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